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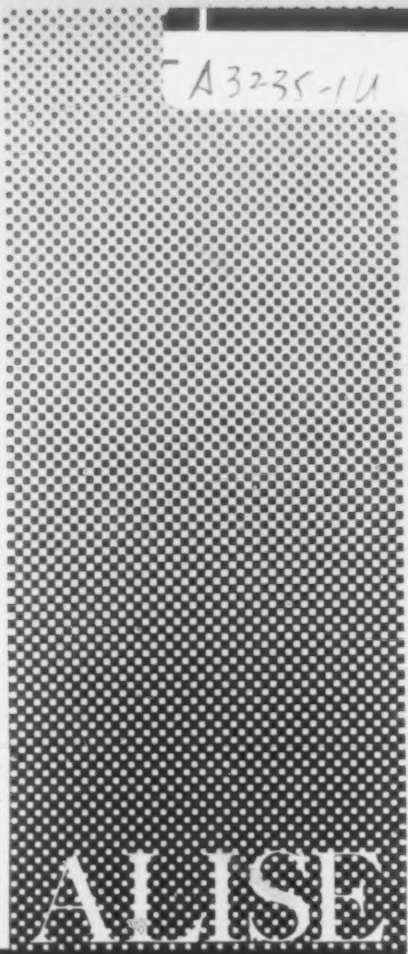

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LIBRARY AND INFORMATION SCIENCE EDUCATION STATISTICAL REPORT

1989

edited by
Timothy W. Sineath

ASSOCIATION FOR LIBRARY AND INFORMATION SCIENCE EDUCATION
SARASOTA, FLA.
1989

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CONTENTS

TABLES vii

INTRODUCTION xxi

I. FACULTY — Timothy W. Sineath 1

II. STUDENTS — Charlie D. Hurt 73

III. CURRICULUM — Daniel Barron 124

IV. INCOME AND EXPENDITURE — Fred W. Roper & John N. Olsgaard 178

V. CONTINUING PROFESSIONAL EDUCATION — M. Kent Mayfield 201

VI. SUMMARY AND COMPARATIVE ANALYSIS — Kathleen M. Heim 223

TABLES

FACULTY

TABLE NUMBER		PAGE NUMBER
I-1:	Average Faculty Size, ALA Schools, 1974 to 1989	3
I-2:	Variation in number of Full-Time Faculty, Including Deans and Directors, Per School, Among ALA Schools on January 1, 1989	4
I-3:	Male-Female Ratio of Full-Time Faculty, ALA Schools, 1976-89	5
I-4:	Changes in Male-Female Ratio of Full-Time Faculty	6
I-5:	Titles of Heads of ALA Schools, January 1, 1989	7
I-6:	Disciplines of the Doctorates of Heads of ALA Schools, January 1, 1989	8
I-7:	Age Categories of Heads of ALA Schools on January 1, 1989	9
I-7-a:	Age Categories of Heads of ALA Schools Exclusive of Those with Acting or Interim Appointments, on January 1, 1989	9
I-7-b:	Age Categories, on January 1, 1989, of Heads of ALA Schools Divided by Sex	10
I-7-c:	Average Salary of Deans and Directors with Fiscal Year Appointments, 1977-1989	12
I-8:	Year of Appointment of the Heads of ALA Schools with Regular and Interim Appointments on January 1, 1989	13
I-9:	Faculty Holding Administrative Titles, 1988-89, among ALA Schools	14
I-10:	Ratio of New Faculty Appointments, Exclusive of Deans and Directors, to Total Faculty, 1979-89	15
I-11:	Rank and Sex of New Faculty, Exclusive of Deans and Directors Appointed between January 2, 1988, and January 1, 1989	16
I-11-a:	New Assistant Professors—Academic Year Appointments, 1977-78 - 1988-89	17
I-12:	Distribution of Salaries for New Assistant Professors, 1988-1989	18

I-13: Faculty Salaries, ALA Schools, 1987-88 and 1988-89 19

I-13-a: Average Salary of Faculty of ALA Schools Divided by Region 1988-89 20

I-13-b: Average Salaries Among Library Schools in the United States Compared to Average Salaries Among Library Schools in Canada, 1988-89 21

I-14: Improvement in Average Salaries for Faculty in ALA Schools Between 1987-88 and 1988-89 21

I-14-a: Percentage of Salary Improvement by Rank, Among ALA Schools over 5 years, 1984-85 to 1988-89 22

I-15: Male and Female Salaries in ALA Schools on January 1, 1989 22

I-16: Information not requested in this edition

I-17: Ethnic Background of Full-time Faculty in ALA Schools in the United States, January 1, 1989 23

I-18: Age Categories for Full-time Faculty on January 1, 1989, for ALA Schools 24

I-19: Year of Initial Appointment of Full-time Faculty at their Present ALA School 25

I-20: Year of Appointment or Promotion for Full-time Faculty to Their Present Rank in Their Respective Schools 26

I-21: Faculty Promotions in ALA Schools, 1983-1989 27

I-21-a: Number of Years as Full-time Faculty Member in Respective Schools of Individuals Promoted in 1988-89 27

I-22: Information not requested in this section

I-22-a: Percentage of Full-time Faculty in ALA Schools with Earned Doctorates, 1977-1989 28

I-23: Earned Doctorates Outside Library and Information Science Held by Full-time Faculty in ALA Schools on January 1, 1989 28

I-24: Percentage of Faculty Having Earned Doctorates in ALA Schools on January 1, 1989 29

I-25: Percentages of Tenured Faculty Among ALA Schools, 1977-1989 30

I-26: Percentage of Tenured Faculty Among ALA Schools, January 1, 1989 30

I-26-a: Tenure Status by Rank and Sex Among ALA Schools on January 1, 1989 31

I-27: Salaries on January 1, 1989, of Full-time Faculty in ALA Schools 32

I-28: Titles of Heads of Non-ALA Schools January 1, 1989 37

I-29: Organizational Status of Non-ALA Schools, January 1, 1989 38

I-30: Number of Full-time Faculty Among Non-ALA Schools, January 1, 1989 38

I-31: Rank and Sex of Full-time Faculty in Non-ALA Schools, January 1, 1989 39

I-31-a: Age Categories of Full-time Executive Officers of Non-ALA Schools, January 1, 1989 39

I-32: Year of Appointment of Executive Officers of Non-ALA Schools 39

I-33: Information not included in this edition

I-34: Faculty Salary Comparisons, ALA and Non-ALA Schools, 1988-89 40

I-35: Mean Academic Year Faculty Salaries for Males and Females in Non-ALA Schools, 1988-89 40

I-36: Information not requested in this edition

I-37: Earned Doctorates Outside Library Science Held by Faculty in Non-ALA Schools, January 1, 1989 41

I-38: Information not requested in this edition

I-39: Information not requested in this edition

I-40: Salaries on January 1, 1989, of Full-time Faculty in Non-ALA Schools 42

I-41: Full-time Faculty in ALA Schools, 1987-88 45

I-42: Full-time Faculty in Non-ALA Schools, 1987-88 46

I-43: Part-time Faculty in ALA Schools, 1987-88 47

I-44: Part-time Faculty in Non-ALA Schools, 1987-88 51

I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in ALA Schools in 1987-88 52

I-46: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in Non-ALA Schools, 1987-88 53

I-47: Faculty Replacement Appointments made among ALA Schools in 1987-88 54

I-47-a: Unfilled, Funded, Full-time Faculty Positions in 1987-88 Among ALA Schools 56

I-47-b: Full-time Faculty Positions Lost in 1987-88 Among ALA Schools 58

I-47-c: New Full-time Faculty Positions Created and Funded in 1987-88 Among ALA Schools 58

I-48: Percentage Value in Relationship to Faculty Salaries of Fringe Benefits among ALA Schools, 1983-84 to 1987-88 59

I-49: Support for Faculty Travel in 1987-88 for ALA Schools 61

I-50: Support for Faculty Travel, in 1987-88 by Non-ALA Schools 62

I-51: ALA Schools where Faculty Received Sabbatical or Study Leaves During 1987-88 63

I-52: Support Staff among ALA Schools, 1987-88 65

I-53: Support Staff Among Non-ALA Schools, 1987-88 68

I-54: Use of Students as Part-time Support Staff Among ALA Schools, 1987-88 69

I-55: Use of Students as Part-time Support Staff Among Non-ALA Schools, 1987-88 72

STUDENTS

STUDENTS - ENROLLMENT

II-1-a: Summary - ALA Schools - Enrollment, Fall Term 1988, by Program and Sex to Determine FTE 74

II-1-b: Summary - Non-ALA Schools - Enrollment, Fall Term 1988, by Program and Sex to Determine FTE 75

II-1-c-(1): ALA Schools - Master's Students - Enrollment, Fall Term 1988, by Program and Sex to Determine FTE 75

II-1-c-(2): ALA Schools - Post-Masters Students - Enrollment, Fall Term 1988, by Program and Sex to Determine FTE 76

II-1-c-(3): ALA Schools - Doctoral Students - Enrollment, Fall Term 1988, by Program and Sex to Determine FTE 77

II-1-c-(4): ALA Schools - Other Graduate Students - Enrollment, Fall Term 1988, by Program and Sex to Determine FTE 77

II-1-c-(5): ALA Schools - Undergraduate Students - Enrollment, Fall Term 1988, by Program and Sex to Determine FTE 78

II-1-c-(6): ALA Schools - Total Students - Enrollment, Fall Term 1988, by Program and Sex to Determine FTE 79

I-1-c-(7): ALA Schools - Off-Campus Students - Total FTE Enrollments, Fall Term 1988 80

II-1-d-(1): Non-ALA Schools - Master's Students - Enrollment, Fall Term 1988, by Program and Sex to Determine FTE 81

II-1-d-(2): Non-ALA Schools - Post-Master's Students - Enrollment, Fall Term 1988, by Program to Determine FTE (none reported) 81

II-1-d-(3): Non-ALA Schools - Doctoral Students - Enrollment, Fall Term 1988, by Program and Sex to Determine FTE (None reported) 81

II-1-d-(4): Non-ALA Schools - Other Graduate Students - Enrollment, Fall Term 1988, by Program and Sex to Determine FTE 81

II-1-d-(5): Non-ALA Schools - Undergraduate Students - Enrollment, Fall Term 1988, by Program and Sex to Determine FTE 81

II-1-d-(6): Non-ALA Schools - Total Students - Enrollment, Fall Term 1988, by Program and Sex to Determine FTE 82

II-1-d-(7): Non-ALA Schools - Off-Campus Students - Total Enrollment, Fall Term 1988 (none reported)

II-1-e: ALA Schools - Undergraduate Library Science Majors Enrolled Full-time and Part-time by Sex, Fall Term 1988 82

II-1-f: Non-ALA Schools - Undergraduate Library Science Majors Enrolled Full-time and Part-time by Sex, Fall Term 1988 82

II-2-a: ALA Schools - Number of Classes or Sections of Classes by Number of Students Enrolled, Fall Term 1988 83

II-2-a-(1) ALA Schools - Individual schools by Students Enrolled Fall Term, 1988 84

II-2-b: Non-ALA Schools - Number of Classes or Sections of Classes by Number of Students Enrolled, Fall Term 1988 85

STUDENTS - DEGREES AND CERTIFICATES

II-3-a: Summary - ALA Schools - Degrees and Certificates Awarded 1987-88, by Sex and Ethnic Origin 86

II-3-b: Summary - Non-ALA Schools - Degrees and Certificates Awarded 1987-88, by Sex and Ethnic Origin 86

II-3-c-(1): ALA Schools - Bachelor's Level - Degrees and Certificates Awarded 1987-88, by Sex and Ethnic Origin 87

II-3-c-(2): ALA Schools - Master's Level - Degrees and Certificates Awarded, 1987-88, by Sex and Ethnic Origin 87

II-3-c-(3): ALA Schools - Post Master's Level - Degrees and Certificates Awarded, 1987-88, by Sex and Ethnic Origin 89

II-3-c-(4): ALA Schools - Doctoral Level - Degrees and Certificates Awarded, 1987-88, by Sex and Ethnic Origin 89

II-3-c-(5): ALA Schools - Total All Levels - Degrees and Certificates Awarded, 1987-88, by Sex and Ethnic Origin 90

II-3-d-(1): Non-ALA Schools - Bachelor's Level Degree and Certificates Awarded, 1987-88 by Sex and Ethnic Origin 92

II-3-d-(2): Non-ALA Schools - Master's Level Degrees and Certificates Awarded, 1987-88, by Sex and Ethnic Origin 92

II-3-d-(3): Non-ALA Schools - Post-Master's Level Degrees and Certificates Awarded, 1987-88, by Sex and Ethnic Origin 92

II-3-d-(4): Non-ALA Schools - Doctoral Level Degrees and Certificates Awarded 1987-88, by Sex and Ethnic Origin. (None reported) 92

II-3-d-(5): Non-ALA Schools - Total All Level - Degrees and Certificates Awarded, 1987-88, by Sex and Ethinc Origin 93

STUDENTS - SEX AND ETHNIC ORIGIN

II-4-a: Summary - ALA Schools - Enrollment, Fall 1988, by Sex and Ethnic Origin (Citizens and Permanent Residents Only) 94

II-4-b: Summary - Non-ALA Schools - Enrollment, Fall Term 1988 by Sex and Ethnic Origin 94

II-4-c-(1): ALA Schools - Master's Students - Enrollment Fall Term 1988 by Sex and Ethnic Origin 95

II-4-c-(2): ALA Schools - Post-Master's Students - Enrollment Fall Term 1988, by Sex and Ethnic Origin 96

II-4-c-(3): ALA Schools - Doctoral students - Enrollment Fall Term 1988 by Sex and Ethnic Origin 97

II-4-c-(4): ALA Schools - Bachelor's Level Enrollment, Fall 1988, by Sex and Ethnic Origin 98

II-4-d-(1): Non-ALA Schools - Master's Students - Enrollment, Fall Term 1988, by Sex and Ethnic Origin 99

II-4-d-(2): Non-ALA Schools - Post-Master's Students - Enrollment Fall Term 1988 by Sex and Ethnic Origin (None reported

II-4-d-(3): Non-ALA Schools - Doctoral Students Enrollment, Fall Term 1988, by Sex and Ethnic Origin

II-4-d-(4): Non-ALA Schools - Bachelor's Level Enrollment, Fall 1988, by Sex and Ethnic Origin 99

STUDENTS - IN-STATE/OUT-OF-STATE

II-5: In-State/Province and Out-of-State/Province Students Enrolled, Fall term 1988 100

II-5-a-(1): ALA Schools - Master's Level In-State/Province Out-of-State/Province Students, Fall Term 1988 100

II-5-a-(2): ALA Schools - Post Master's Level In-State/Province and Out-of-Stae/Province Students, Fall 1988 101

II-5-a-(3): ALA Schools - Doctoral Level In-State/Province and Out-of-State/Province Students, Fall 1988 102

II-5-a-(4): ALA Schools - Bachelor's Level In-State/Province and Out-of-State/Province Students, Fall 1988 102

II-5-a-(5): ALA Schools - All Levels In-State/Province and Out-of-State/Province Students, Fall 1988 103

II-5-b-(1): Non-ALA Schools - Master's Level In-State/Province and Out-of-State/Province Students, Fall Term 1988 103

II-5-b-(5): Non-ALA Schools - All Levels In-State/Province and Out-of State/Province Students, Fall 1988 104

STUDENTS - FOREIGN STUDENTS

II-6-a: Summary - ALA Schools - Foreign Students Enrolled, Fall Term, 1988, by Program Level and Sex 105

II-6-b: Summary - Non-ALA Schools - Foreign Students Enrolled Fall Term 1988, by Program Level and Sex 105

II-6-c-(1): ALA Schools - Master's Level Foreign Student Enrollment, Fall Term 1988, by Program Level and Sex 105

II-6-c-(2): ALA Schools - Post-Master's Level Foreign Student Enrollment, Fall 1988 106

II-6-c-(3): ALA Schools - Doctoral Level Foreign Student Enrollment, Fall 1988 106

II-6-c-(4): ALA Schools - Bachelors Level Foreign Student Enrollment, Fall 1988 107

II-6-c-(5): ALA Schools - All Levels Foreign Student Enrollment, Fall 1988 107

II-6-d: Non-ALA Schools - Number of Foreign Students Enrolled Fall Term 1987, by Program Level and Sex (None reported)

II-7: Foreign Student Enrollment in ALA and Non-ALA Schools, Fall Term, 1988, by Country of Origin and Program Level 109

STUDENTS - AGE and SEX

II-8-a: Summary - ALA Schools - Students Enrolled in Fall Term, 1988 by Age and Sex 111

II-8-b: Summary - Non-ALA Schools - Students Enrolled in Fall Term, 1987 by Age and Sex 111

II-9: (Information not requested in this edition)

II-10: (Information not requested in this edition)

STUDENTS - FINANCIAL AID

II-11-a-(1): ALA Schools - Master's Level - Scholarship Aid Awarded by Amount and Sex, 1987-88 112

II-11-a-(2): ALA Schools - Post-Master's Level - Scholarship Aid Awarded by Amount and Sex, 1987-88 113

II-11-a-(3): ALA Schools - Doctoral Level - Scholarship Aid Awarded by Amount and Sex, 1987-88 133

II-11-a-(4): ALA Schools - Bachelor's Level Scholarship Aid Awarded by Amount and Sex, 1987-88 113

II-11-2-(5): ALA Schools - All Levels Scholarship Aid Awarded by Amount and Sex, 1987-88 113

II-11-b-(1-5): Non-ALA Schools - Scholarship Aid Awarded by Amount by Amount and Sex, 1987-88. (None reported) 114

II-12-a-(1): ALA Schools - Master's Level - Assistantships Awarded by Sex, Amount, and average number of Hours of work per week required of a Recipient, 1987-88 115

II-12-a-(2): ALA Schools - Post Master's Level Assistships Awarded.... 115

II-12-a-(3): ALA Schools - Doctoral Level Assistantships Awarded... 115

II-12-a-(4): ALA SChools - Bachelor's Level Assistantships Awarded.... 117

II-12-a-(5): ALA School - All Levels Assistantships Awarded.... 117

II-12-b-(1): Non-ALA Schools - Master's Level Assistantships Awarded.... 118

STUDENTS - TUITION

II-13-a-(1): ALA Schools - Master's Level Tuition and Fees for Complete Programs (Full-time) by Residency, Status and Tuition per Credit Hour, Fall 1988 120

II-13-a-(2) ALA Schools - Post Master's Level - Tuition and Fees.... 121

II-13-a-(3): ALA Schools - Doctoral Level - Tuition and fees.... 121

II-13-b-(1): Non-ALA Schools - Master's Level - Tuition and fees.... 122

CURRICULUM

III-1: Academic Year Division, 1987-88 123

III-2: Number of Weeks Per Term, 1987-88 124

III-3: Undergraduate Major Degree Requirement, 1987-88 126

III-4: Undergraduate Minor Degree Requirement, 1987-88 126

III-5: Masters Degree Program Requirements, 1987-88 127

III-6: Post-Master's Degree Requirements, 1987-88 128

III-7: Doctoral Degree Program Requirements, 1987-88 129

III-8: Degree Requirements for All Programs by School, 1987-88 130

III-9: Joint Degree Program Requirements, 1987-88 132

III-10: Minimum Time for Completion of Programs, by Number of Schools, 1987-88 134

III-11: Maximum Time for Completion of Degrees, by Number of Schools, 1987-88 135

III-12: Minimum and Maximum Times to Complete Programs, by Schools, 1987-88 135

III-13: Status of Courses After Maximum Time, by Number of Schools, 1987-88 137

III-14: Required Course Work, by School, 1987-88 139

III-15: Required Course Work, by Number of Hours, 1987-88 141

III-16: Exemption of Required Courses, by Program, 1987-88 141

III-17: Methods of Exempting Required Courses, 1987-88 142

III-18: Credit Gained Through Exemption of Required Course(s), 1987-88 142

III-19: Number of Courses That May Be Exempted, 1987-88 143

III-20: Credit Hours Transferred, by Program, 1987-88 144

III-21: Extent to Which Schools Accept Credit from Programs not Accredited by ALA, 1987-88 144

III-22: Thesis Options, By Number of Schools, 1987-88 145

III-23: Number of Schools offering Field Work for Credit, 1987-88 146

III-24: Number of Hours Given for Field Work, 1987-88 146

III-25: Special Requirements for Graduation, 1987-88 147

III-26: Number of Hours Required for Thesis, 1987-88 148

III-27: Prerequisites for Entering Program, 1987-88 149

III-29: Courses Offered Away From Main Campus, 1987-88 151

III-30: Courses Listed in Catalog, by Level, Academic Year, 1987-88 153

III-31: Faculty Teaching Load, 1987-88 155

III-32: Courses Cross-Listed with Other Units of Instruction, 1987-88 156

III-33: Curriculum Committee Members by Categories, 1987-88 160

III-34: Curriculum Committees, by Composition, 1987-88 161

III-35: Curriculum Changes Made Within the Past Year, 1987-88 161

III-36: Curriculum Changes under Consideration by Category, 1987-88 174

INCOME AND EXPENDITURES

IV-1: Ten-year Funding Levels of ALA Schools 179

IV-2: Percentage of Increase/Decrease in Income 179

IV-3: Frequency Distribution of Total Income for ALA Schools 180

IV-4: Sources of Funds for ALA Schools: 1978-79 - 1987-88 181

IV-5: Frequency Distribution of Income From Parent Institution for ALA Schools 182

IV-6: Basis for Funding From Parent Institution 183

IV-7: Average Federal Funding for ALA Schools, 1978-79 - 1987-88 183

IV-8: Frequency Distribution of Income From Federal Funding 184

IV-9: Sources of Funds for ALA Schools with/without Doctoral Programs in 1987-88 185

IV-10: Regional Distribution of Total Average Income of ALA Schools for 1987-88 185

IV-11: 1987-88 Expenditures for ALA Schools over Seven Major Categories 186

IV-12: Library Facilities of ALA Schools in 1987-88 187

IV-13: Library Support from ALA Schools in 1987-88 187

IV-14: Allocation of Salaries and Wages, 1987-88 188

IV-15 Teaching and Administrative Expenses 189

IV-16: Categories of Expenditures for ALA Schools With/Without Doctoral Programs, in 1987-88 190

IV-17: Computing Costs for ALA Schools 200

IV-18: Travel Costs for ALA Schools 200

IV-19: Total Income and Source, ALA Schools, 1987-88 202

IV-20: Total Expenditures, ALA Schools, 1987-88 204

IV-21: Institutional Benefits 206

IV-22: Sources of Income of Non-ALA Schools, 1987-88 207

IV-23: Total Expenditures of Non-ALA Schools, 1987-88 207

Appendix: Conversion Chart for Tables in Previous Reports 208

CONTINUING EDUCATION

V-1: Number, Duration and Enrollment of non-credit Continuing Education Events, 1987-88 210

V-2: Eight-Year Comparison of Number of Continuing Education Events, 1980-88 212

V-3: Summary of Number, Duration, Enrollment and Location of Continuing Education Events, 1987-88 213

V-4: Eight-Year Comparison of Number of Continuing Education Events by Type of Event, 1980-88 214

V-5: Eight-Year Comparison of Continuing Education Enrollments by Type of Event, 1980-88 214

V-6: Eight-Year Comparison of Continuing Education Enrollments, 1980-88 215

V-7: Summary of Credit Course Offerings for Continuing Education, 1987-88 216

V-8: Credit Course Offerings for Continuing Education, 1987-88 217

V-9: Geographic Target Groups for Continuing Education Events, 1987-88 218

V-10: Sources of Financial Support for Continuing Education Programs, 1987-88 220

V-11: Summary of Methods of Determining Compensation for Continuing Education Program Faculty in 1987-88 222

V-12: Methods of Determining Compensation for Non-Credit Continuing Education Faculty, 1987-88 223

V-13: Methods of Determining Compensation for Credit Continuing Education Faculty 1987-88 225

V-14: Summary of Sources of Faculty for Continuing Education Instruction, 1987-88 226

V-15: Sources of Faculty for Continuing Education Instruction, 1987-88 227

V-16: Summary of Methods of Administration and Coordination of Continuing Education Activities, 1987-88 229

V-17: Methods of Administration and Coordination of Continuing Education Activites, 1987-88 230

INTRODUCTION

This volume is the tenth annual statistical report on library and information science education published by the Association for Library and Information Science Education (ALISE). It is the continuation of the project begun with the publication of the first edition in 1980, edited by Gary Purcell. The purpose of the project, as noted in previous editions, remains the compilation, analysis, interpretation and reporting of statistical information about graduate library and information science education programs whose schools are members of ALISE (formerly Association of American Library Schools - AALS). Member schools include those whose programs leading to the first professional degree (i.e., the master's degree) in library and information science appear on the accredited list of the American Library Association. In addition, membership in ALISE is open to programs which offer a graduate degree in Library Science or cognate field that have not been accredited by ALA. These categories are designated in the text as "ALA schools" and non-ALA schools" respectively.

The authors who have collected, tabulated, analyzed and reported the statistical data in this report form the ALISE Library and Information Science Education Statistics Committee, with Timothy W. Sineath serving as chair and over all editor and Ilse Moon, Executive Secretary of ALISE, being responsible for the publication and distribution of the Report. In addition, the support staffs of the authors' institutions have made invaluable contributions to the data collection and preparation of the manuscripts of the various parts of the report.

The 1989 Report is arranged in much the same pattern as the previous editions. The section entitled "Summary and Comparative Analysis" begun in 1983 has become a permanent part of the report. This edition is divided into six sections, each of which is listed below with the authors and their institutional affiliations.

1. **Faculty - Timothy W. Sineath, University of Kentucky**
2. **Students - Charlie D. Hurt, University of Arizona**
3. **Curriculum - Daniel Barron, University of South Carolina**
4. **Income and Expenditures - Fred W. Roper and John N. Olsgaard, University of South Carolina**
5. **Continuing Education - M. Kent Mayfield, Medical Library Association**
6. **Summary and Comparative Analysis - Kathleen Heim, Louisiana State University**

Variations in format and style are attributed to the different topics and the fact that each section was written by a different author. However, questionnaires from which the data were taken were compiled and approved by the Committee as a whole. In previous editions, each section had separately numbered paging preceded by an alphabetical designation. Since 1986 editions have been consecutively numbered in order to facilitate access to the Report. The tables have retained their section designation. Roman numerals are used to designate the section numbers and arabic numerals to designate the table numbers.

With each annual questionnaire, the Library and Information Science Education Statistics Committee has sought feedback from users, participating schools and others. In addition, the Committee meets regularly to discuss the wording of the questions, the frequency with which they should be asked, and other issues concerning this project. As a result of this continuing evaluation, changes have been made each year. Various improvements in the formats of the questionnaires and in the report have enhanced the accessibility of the information in it. Questions have been modified, deferred to a later year, or dropped entirely. The most important change has been the addition of the Summary and Comparative Analysis section begun in the 1983 edition. There has been an attempt to maintain consistency in the nature and type of information collected and reported in order that these data be comparable from one year to the next. A major objective of the project is to build a data base which will allow comparisons over time as well as comparisons among schools.

The pattern established in the first year of data collection has been continued in this edition. Data for the report were collected through two questionnaires. The first, sent directly to school deans and directors by Timothy W. Sineath, requested confidential salary information about full-time faculty members. The results of this survey appear in the first part of the chapter on faculty. Because of the sensitive nature of salary information, individual schools are not identified in the faculty section. The remainder of the data was collected through a more extensive questionnaire in five parts prepared by the authors and sent from the office of the ALISE Executive Secretary. In all other sections of the Report individual schools are identified as deemed appropriate by the author of that section.

The response rate to the questionnaire reached 100 percent in 1982, but has not attained this level of participation since that date. The response rates have been as follows: 1984 (93%); 1985 (97%); 1986 (92%); 1987 (95%) and 1988 (91.6%). In 1989, the response rate to at least part of the questionnaire was 99.9%. Only one school failed to respond at all. Three schools - Clarion, San Jose, and Syracuse did not respond to the confidential portion of the faculty section. From a data collection point of view, these return rates would be considered quite good. However, the lack of 100 percent participation of ALA Schools weakens the report as a source of complete and comparable data on library and information science education. Moreover, since some schools did not report by the deadline, publication of this edition cannot be accomplished in a timely manner. Among the non-ALA Schools, 8 responded. While this response rate is 53 percent, it is insufficient for analysis and comparative purposes. Data collection about the non-ALA Schools will continue, however, since other sources of information about them are not easily available.

Copies of the Report are available at a reduced rate for schools which have contributed data to this edition. Copies are available at a nominal charge to other schools, institutions and individuals. As with past practice, the expense of tabulating and analyzing the data and the compilation of the report was underwritten by the participating schools, organizations and the authors of each section. The over all editing and preparation for publishing was the responsibility of the Editor. ALISE would like to thank the responsible persons in each school for their contributions to this Report. Without the many hours of work by these individuals and by the Committee, this project would not be possible.

In the "Introduction" to previous editions of the report various data have been extracted from each of the five sections which seemed to be of special interest. In particular the 1982 edition provided a comparison over time in our effort to discern any trends during these years. This comparative report was written by Gary R. Purcell. In order to provide an extended comparative analysis to that previously included in the "Introduction," beginning in 1983 a new section entitled "Summary and Comparative Analysis" was added. This chapter includes a summary of the entire report and a cross analysis of the various parts with interpretive commentary. It is hoped that this section continues to be a valuable addition to an already much used report and that it continues to increase the access to and utility of the report and thereby further our understanding of library and information science education. In the 1988 edition this section was authored by Evelyn H. Daniel, University of North Carolina, Chapel Hill. ALISE wishes to thank her for this contribution.

C. Glenn Sparks, University of Texas has written the "Student" chapter of the *Report* from the 1985 through the 1988 editions. His authorship of this chapter has been an important contribution to the *Report's* success. ALISE is greatful to him for his contribution and wishes also to thank his institution, the University of Texas.

Special acknowledgement and thanks is given to Jan Phillips, past Executive Secretary of ALISE, for her work on the publication and distribution of the *Report* since its beginning and for her special attention to all things ALISE.

Timothy W. Sineath
Editor

FACULTY

by

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Following the pattern of previous reports, data on faculty included in this report appear in two parts. Data in Part I have been compiled from a form submitted to this writer, on a confidential basis, by the dean or director of 55 of the 60 library and information science education programs accredited by the American Library Association (ALA) on January 1, 1989. Hereafter, these schools will be referred to as ALA schools. Also included in Part I is a compilation of similar data provided by 8 library education programs that are not accredited by the American Library Association. These schools will be referred to as non-ALA schools.

Part II of the faculty section of this report has been compiled from information provided by 59 ALA schools and by 8 non-ALA schools in response to the faculty section of the general questionnaire prepared for the Association for Library and Information Science Education. However, as explained in the introduction to Part II, 1 school that was eligible to report in the section concerned with the ALA schools did not do so. The school is listed in the tables, where appropriate, thus resulting in a list of 60 ALA accredited schools that constitute the total list of schools in that category.

Part I of the faculty section is based upon data reported by the participating schools as of January 1, 1989. Part II, however provides information that pertained to the schools during the fiscal year 1987-88 (July 1, 1987, to June 30, 1988). In requesting the data appearing in Part I, each dean and director who was assured that there would be complete confidentiality of the information supplied. Thus, in this part of the report, neither individual faculty members nor individual schools are linked to specific data that pertains to information on salary, gender, race, age, or any other category covered. However, confidentiality was not promised on the information supplied on the faculty portion of the ALISE questionnaire, and individual schools are identified by name in the tables found in Part II.

Part I:

This is the sixteenth survey of faculty salaries and related data pertaining to library education that are a part of this series. The first ten of the previous fifteen were compiled and reported by Russell E. Bidlack, Dean Emeritus of the School of Information and Library Studies at the University of Michigan. The next three surveys were compiled by Gary Purcell of the University of Tennessee. This is the third compilation by this writer. The format followed in this report is basically the same as that used in previous years. This format has been retained in order to help ensure comparability of data from year to year. Data were provided by the chief executive officers of 59 of the 60 schools accredited by ALA on January 1, 1989. Last year 55 schools meeting this criteria reported.

This is the tenth successive year that non-ALA schools have been included in the survey. In the past, these schools were identified as ALISE associate institutional member schools, but with the discontinuation of the distinction between institutional member and associate institutional member schools, new terminology is used to distinguish between the two sets of schools. This year there were 8 non-ALA schools that responded to the survey; 8 also reported last year.

The chief executive officers of all of the schools are referred to in this report as deans and directors for the sake of convenience even though some hold other titles. Each dean or director was requested to provide specific information about each full-time faculty member, (including the dean or director), who held employed status as of January 1, 1989. The categories of information requested were: (1) title and/or academic rank; (2) annual salary amount; (3) whether appointed for the fiscal or academic year; (4) whether or not tenured; (5) sex; (6) highest degree earned; (7) discipline of highest degree; (8) ethnic origin (except Canadian schools); (9) age category (by 5-year groupings); (10) year of appointment to the school's full-time faculty; and (11) year of appointment to present rank in the school in which currently employed. These categories are the same as used for the past several years.

As in past years, fringe benefits were not reported as part of the salaries, and stipends for summer teaching, extension teaching, or other over-load rewards were also excluded. Faculty members on sabbatical leave on January 1, 1989 are included in the analysis, although they have been omitted prior to 1987.

The 60 ALA schools to which questionnaires were sent this year are located at the following universities: Alabama; Alberta; Arizona; Atlanta; Brigham Young; British Columbia; California-Berkeley; California-Los Angeles; Catholic; Chicago; Clarion State; Columbia; Dalhousie; Drexel; Emporia State; Florida State; Hawaii; Illinois; Indiana; Iowa; Kent State; Kentucky; Long Island; Louisiana State; Maryland; McGill; Michigan; Missouri; Montreal; SUNY, Albany; SUNY, Buffalo; North Carolina; North Carolina, Central; North Carolina at Greensboro; Northern Illinois; North Texas State; Oklahoma; Pittsburgh; Pratt; Queens; Rhode Island; Rosary; Rutgers; St. John's; San Jose; Simmons; South Carolina; South Florida; Southern Connecticut; Southern Mississippi; Syracuse; Tennessee; Texas; Texas Woman's; Toronto; Washington; Wayne State; Western Ontario; Wisconsin-Madison; and Wisconsin-Milwaukee. Clarion, Rosary, San Jose, Syracuse and Tennessee did not respond to Part I of the questionnaire; Tennessee did not respond to Part II and is excluded from parts of the respectives analyses*.

*For schools not reporting, some data was gathered from other sources, or when appropriate, last year's data was occasionally used.

In keeping with a long standing institutional policy regarding the release of salary data, two schools, Brigham Young and Chicago declined to provide this information.

The number of full-time faculty members at the 55 of 60 ALA schools reporting, including deans and directors, totaled 572, up from 564 last year and the same as the previous year. This number does not include positions unfilled at the time the report was submitted.

Counting unfilled positions, the total number of full-time faculty positions as of January 1, 1989 was 611. However, the base number used for most of the analyses that follow will be 572, although the base number for some analyses will be a lesser number, depending on the number of persons reported. The number of full-time faculty in the 55 schools ranged from a low of 5 in two schools to a high of 34 in one school. The average faculty size (excluding persons on sabbatical or reported unfilled positions) was 11.1 which represents an increase of .95 from last year's 10.21. Although there appears to be a leveling in the average faculty size, this remains an erosion in the average faculty size from 1974, when these data were first reported in this series. At that time, the average faculty size was 11.66. This is a drop of only .56 position in the average size of the faculties of the ALA schools. Table I-1 shows the average number of faculty members from 1974 to 1989, and illustrates a steady decline in average faculty size through 1986. In 1987, 1988 and 1989 the average size increased by 1.4 positions over 1986.

TABLE I-1:
Average Faculty Size, ALA Schools
1974 to 1989

Year	Number of Schools Reporting	Average Number of Full-time Faculty
1974	53	11.66
1975	59	11.32
1976	62	11.24
1977	64	11.05
1978	64	10.69
1979	67	10.67
1980	67	10.66
1981	69	10.46
1982	69	10.23
1983	68	10.00
1984	66	9.97
1985	66	9.85
1986	62	9.70
1987	57	10.03
1988	55	10.21
1989	55	11.1

Table I-2 shows the variation in the number of full-time faculty on January 1, 1989 among the 55 responding schools, (including unfilled funded positions). This table shows that 25 of the 55 ALA schools had full-time faculties of 9 persons or fewer, including the dean or director. In the three years prior to 1987-88, more than half of the schools had a faculty of 9 or less. During 1987-88, the percentage with 9 or fewer has dropped to 46 percent; during 1988-89, the percentage with 9 or fewer has dropped to 45 percent (N=55). The most common faculty size (i.e., the number held by the largest number of schools) in 1989 is 9. In 1986, 1987, and 1988 this number was also 9. However, Table I-2 shows a wide range in the number of schools among the sizes indicated.

TABLE I-2:
Variation in the Number of Full-time Faculty, Including Deans and Directors, Per School Among 55 ALA Schools on January 1, 1989

Number of Full-time Faculty	Number of Schools	Percentage of Total (55)
7	7	12.7
7	8	14.5
8	2	3.6
9	8	14.5
10	4	7.2
11	5	9
12	3	5.4
13	3	5.4
14	2	3.6
15	4	7.2
16	5	9
17	1	1.8
18	1	1.8
19	1	1.8
36	1	1.8

Of the 572 full-time faculty, including the deans and directors, on January 1, 1989, in the 55 responding ALA schools, 305 (53.3 percent) were males, 267 (46.6) were females. An examination of Table I-3 shows that, although this is virtually the same ratio as in 1988, there has been a slight increase in the percentage of female faculty members. The 1989 ratio of female to male faculty members is now the highest of any year in the time period from 1976 to the present, and it has increased each year for the last four years. Nevertheless, the ratio has changed very little during the entire time period. In 1976, with 62 schools reporting, the percentage of female faculty members was 41.5 and in 1989, with 55 schools reporting, the percentage was 46.6- a change of 5.1 percent.

TABLE I-3
Male-Female Ratio of Full-time Faculty, ALA Schools, 1976-1989

Year	Number of Schools	Total Full-time Faculty	Percentage of Males	Percentage of Females
1976	62	697	58.5	41.5
1977	64	707	59	41.0
1978	64	684	59.2	40.8
1979	67	715	58.6	41.4
1980	67	714	58.8	41.2
1981	69	722	58.3	41.7
1982	69	706	56.8	43.2
1983	68	680	58.1	41.9
1984	66	658	57.8	42.2
1985	66	650	57.7	42.3
1986	62	603	56.6	43.4
1987	57	572	55.2	44.7
1988	55	562	54.6	45.3
1989	55	572	53.3	46.6

Table I-4 shows the 1988-89 male-female faculty ratio according to faculty rank in contrast to the ratio of ten years ago; 1979-80. The table also reports the ratio for 1987-88, the previous reporting period. Because the number of schools reporting as ALA schools changes from year to year, it is the percentage rather than the actual number of faculty members that is of primary significance in this table. In 1979-80, 41.2 percent of the faculty in all ranks (including deans and directors) were women. In 1988-89, 10 years later, that number had increased to 46.2, a 5.0 percent increase in the ratio of female to male faculty members. In the past there have been some larger changes at specific academic ranks. The rank at which the most significant increase is evident from 1979-84 to 1988-89 is at the assistant professor level (from 51.4 percent female to 63.1 percent). There has also been a significant increase in the percentage of female deans and directors from 1979-80 to 1988-89 (20.9 percent to 38.3 percent). This percentage increase has been the same for two years, and is 3.1% higher than that of 1986-87.

At the associate professor level, there has been a 2.9 percent increase in the ratio of female faculty, from 43.8 percent in 1987-88 to 46.7 percent in 1988-89. This follows three years of decreases in this ratio of female to male faculty at this rank. It is difficult to know to what the decline should be attributed. In an earlier edition, Purcell speculated that the decline might be due in part to a slight but steady increase in the number of female professors and that many of the female assistant professors might have been in the field too brief a time period to yet be ready for promotion. This explanation could be valid because the number of female faculty members holding the rank of professor has increased even though there has been a substantial drop in the total number of faculty members in all schools. The degree to which the 1988-89 increase reverses the decline in previous years first noted by Purcell is unclear. As he stated previously, there is a need for a study that examines the promotion of female faculty members on a person by person basis to identify and report the reasons for promotion of female faculty members to the rank of associate and professor ranks.

At the professor level the percentage of females has decreased from 26.9 percent in 1987-88 to 24.6 percent in 1988-89. There is a decrease of 6 female full-professor faculty members from last year.

When comparing the percentage of female to male deans and directors in 1979-80 (20.9 percent) to that in 1988-89 (38.3 percent, the same in 1986-87 and 1987-88) it is evident that there has been a substantial increase in both the number and percentage of female deans and directors. In 1979-80, there were 14 female deans and directors; in 1986-87, 1987-88 and 1988-89 there are 23. The direction of this increase is encouraging in that it is a move in the direction of more equitable representation of women in administrative posts in library and information science education.

TABLE I-4
Changes in Male-Female Ratio of Full-Time Faculty

1979-80 (67 Schools, 714 Full-time Faculty)

Number	Rank	Males	Females
67	Deans and Directors	53 (79.1%)	14 (20.9%)
175	Professors	118 (67.4%)	57 (32.6%)
225	Associate Professors	138 (61.3%)	87 (38.7%)
208	Assistant Professors	101 (48.6%)	107 (51.4%)
15	Instructors	3 (20.0%)	12 (80.0%)
24	Lecturers	7 (29.2%)	17 (70.8%)
714		420 (58.8%)	294 (41.2%)

1987-88 (55 schools, 562 full-time faculty)

Number	Rank	Males	Females
60*	Deans and Directors	37 (61.6%)	23 (38.3%)
156	Professors	114 (73.0%)	42 (26.9%)
162	Associate Professors	91 (56.1%)	71 (43.8%)
166	Assistant Professors	66 (39.7%)	100 (60.2%)
10	Instructors	1 (10.0%)	9 (90.0%)
10	Lecturers	3 (30.0%)	7 (70.0%)
2**	Other	0	2 (100.0%)
566*		312 (55.1%)	254 (44.8%)

1988-89 (55 schools, 577 full-time faculty)

Number	Rank	Males	Females
60*	Deans and Directors	37 (61.6%)	23 (38.3%)
146	Professors	110 (75.3%)	36 (24.6%)
169	Associate Professors	90 (53.2%)	79 (40.7%)
179	Assistant Professors	66 (36.8%)	113 (63.1%)
13	Instructors	3 (23.0%)	10 (76.9%)
8	Lecturers	3 (37.5%)	5 (62.5%)
2**	Other	1 (50.0%)	1 (50.0%)
577*		310 (53.7%)	267 (46.2%)

* Includes Deans of schools not reporting

** This includes persons not holding academic rank, or for whom academic rank was not reported, but who are still considered by their school as full-time faculty members.

DEANS AND DIRECTORS

Among the 60 ALA schools, there were 9 changes in appointments of executive officers between January 2, 1988 and January 1, 1989. This represents a change in leadership of 15 percent, and the number is below the highest number of changes previously reported, i.e., 17 in 1985-86. A review of the number of changes in the past few years provides a context for the extent of change in leadership in library and information science education that occured in 1985-86. In 1980-81 there were 9 new appointments (13 percent), in 1981-82, the number of new executive officer appointments was 10 (14.5 percent), in 1982-83 the number was 15 (22 percent), in 1983-84, the number was 9 (13.6 percent), and in 1984-85, the number was 11 (16.7 percent). During 1985-86, there were 11 new executive officers appointed on a permanent basis, and 6 appointed on an acting or temporary basis (if one also includes the temporary appointment to replace the dean who was on sabbatical). Thus, more than 1 out of 4 schools appointed new or acting executive officers during 1985-86. In 1986-87, the number of changes (9) was much more in line with those of previous years, and in 1987-88, the number increased by 3 to a total of 12 changes. In 1988-89, 9 changes in officers executive occured.

Of the 9 "new" deans and directors in 1988-89, 3 were serving in an "acting" or temporary capacity on January 2, 1989. Of the 6 regular appointments, 4 were males and 2 were females. Following is a list of the schools with new executive officers in 1988-89: Alabama (Dean); Alberta (Dean); UCLA (Acting Dean); Catholic (Acting Dean); Kentucky (Acting Dean); Oklahoma (Director); Queens (Director); St. John's (Director); and Tennessee (Director).

The breakdown of the administrative titles of the executive officers of the 60 ALA Schools on January 1, 1989 is reported in Table I-5. This breakdown includes the acting deans or directors.

TABLE I-5
Titles of 60 Heads of ALA Schools
January 1, 1989

Title	Number	Percent
Dean	34	56.7
Acting or interim Dean	6	10.0
Director	17	28.3
Chair	3	5.0

Of the 60 deans and directors (and persons holding the title of chair), including those holding acting or temporary status, 54 (90.4 percent) held the rank of professor. Of these, 33 were males (61.1 percent) while 21 (38.9 percent) were females. Six held the rank of associate professor and of these, 4 (66.6 percent) were males and 2 (33.3 percent) were females. Fifty-eight held tenure at the time of the report.

Of the 32 males who were executive officers of ALA schools on January 1, 1989, 29 (90.6 percent) had earned doctorates. Of the 23 female executive officers, 22 (95.6 percent) had earned doctorates. Of the 4 executive officers who did not hold the doctorate, all held at least the master's degree in library science.

Considering the entire population of deans and directors of ALA schools on January 1, 1989, 56 (93.3 percent) held an earned doctorate. This percentage is the same as that of 1987-88. This is the first year (after three successive years) in which the percentage of executive officers holding an earned doctorate did not increase.

Of the 56 doctorates held by deans and directors, 39 (69.6 percent) were in library and information science. This is a decrease in the actual number from the 41 (73.2 percent) last year; in 1986-87 42 (75.0) was reported.

Table I-6 shows the disciplines of the doctorates held by the deans and directors of the ALA schools.

TABLE I-6

Disciplines of the Doctorates Held by 55 Heads of ALA Schools, January 1, 1989

Library and/or Information Science	39
Communications	2
Education	3
Electrical Engineering	1
History	2
Law	1
Medical Ecology	1
Physics	1
Political Science	2
Public Administration	1
Sociology	1
Urban Education	1
Zoology	1

U.S. schools were asked to indicate the ethnic origin of deans and directors, and of the 53 deans and directors of ALA schools located in the U.S. that reported ethnic origin, 47 were white and 6 were from minority ethnic origins, one less than the number from minority ethnic origins reported last year. Of the 6 who were from minority origins, all were Black.

Schools were asked to report the age of the faculty and the deans and directors. A total of 56 schools reported this information, which is displayed in Table I-7 by five-year categories. This table includes all executive officers serving as of January 1, 1989, including those in an acting capacity.

TABLE I-7
Age Categories of 56 Heads of ALA Schools
January 1, 1989

Age Grouping	Number	Percentage
65+	1	1.6%
60-64	6	10.0%
55-59	13	21.6%
50-54	15	25.0%
45-49	11	18.3%
40-44	8	13.3%
35-39	2	3.3%
Not Reported	4	6.6%
Total	60	

This table shows that 35 (62.5 percent) of the executive officers of the 56 reporting schools were 50 years of age or older on January 1, 1989. This is an increase in the percentage from last year (61.1 percent), but much smaller than the 70.9 percent reported in 1986-87. In fact, this ranks with the smallest percentage increase for at least the last six years. For 1987-88, the percentage increase was 61.1; for 1987 it was 70.9; for 1986, it was 66.7 percent; for 1985 it was 74.6 percent; and for 1984 it was 67.7 percent. If acting deans and directors are excluded, the figure for January 1, 1989 is 57.1 percent. To show the data for deans and directors with a regular rather than acting or temporary appointment, Table I-7a reports age category information for those not including acting or temporary appointments.

TABLE I-7a
Age Categories of 55 Heads of ALA Schools Exclusive of Those With Acting or Iterim Appointments, on January 1, 1989

Age Grouping	Number	Percentage
65+	1	7.6%
60-64	5	9.6%
55-59	13	25.0%
50-54	13	25.0%
45-49	10	19.2%
40-44	8	15.4%
35-39	2	3.8%
Total	52	

This table shows that 6 (11.5 percent) of the deans and directors who held regular appointments were 60 years of age or older as of January 1, 1989. The number was higher last year, with 9 (18.1 percent). Table I-7b shows this distribution by gender and indicates that the percentage of male deans and directors 60 years of age or older are the same. This is a decrease in the percentage of male but not female deans and directors over 60 as reported last year. In 1984 through 1988 increases were noted, but in 1983 it was reported that due to the policies in exsitence in most colleges and universities that require persons holding administrative posts to vacate these positions at age 65, 21.4 percent of the executive officers in 1983 could be expected to retire as deans or directors within 5 years. This wave of retirements has begun, as is evident from the data in Table I-7a and I-7b. The large number of deans and directors that are in the 55-59 age category indicate that within another 5-10 years, there may be another wave of retirements.

TABLE I-7b
Age Categories, on January 1, 1989, of 60 Heads of ALA Schools Divided by Sex

Age Grouping	Males	Females
65+	0	1
60-64	4	3
55-59	7	6
50-54	11	4
45-49	7	4
40-44	4	4
35-39	2	0
Not reported	1	2
	36	24

Salary figures as of January 1, 1989 were reported for 52 deans and directors of ALA schools. Clarion, Rosary, San Jose, Syracuse and Tennessee did not respond to Part I of the questionnaire. Of the remaining 55 respondents, Chicago, and Bingham Young have an institutional policy which prohibits the reporting of all salary data, and Pittsburgh will not release the Dean's salary. Of the 59 deans and directors, for whom information was available, 55 held fiscal year (11 or 12 month) appointments. Of these holding fiscal year appointments, 34 were male and 21 were female. Two females and two males held academic year appointments.

In the 1985 report, it was noted that the first year in which a salary of $60,000 or above for deans and directors was reported was 1982. Then, just one year later, in 1983, the level of $70,000 or above was reported. In the 1984 report, the high salary for deans and directors was an academic year salary at a Canadian school, and, at $74,550, did not break the $80,000 barrier. For 1985, the high salary is for a fiscal year appointment in a U.S. school and the figure was $79,000, so again, the $80,000 barrier was not breached. The $80,000 salary barrier was broken in 1986, with two people reporting salaries above $80,000. In 1988, 3 Deans, all with fiscal year appointments reported salaries which exceed $90,000. The high salary reported was $97,100. The 1987 salary data show that for 1986-87, 14 deans or directors have salaries that exceed $70,000. This was an increase of 5 over the previous year. In 1988, 17 deans or directors earned more than $70,000 - an increase of 5 over last year. The number of deans and directors with salaries over the $70,000 figure increased by 5.8 percent over 1987, and several other deans and directors had salaries near $70,000. In 1989, 9 deans and directors reported salaries in excess of $90,000, with the highest reported salary being $110,400. Twenty-two deans and directors reported salaries above $70,000 - a 29 percent increase in this number over 1988; 4 were in Canadian schools.

In previous years, the issue of the difference between salaries paid in Canadian schools and schools located in U.S. has been discussed. The question has always been whether the exchange rate between the two currencies should be factored in when comparing salaries. Canadian salaries traditionally have been higher than those in the U.S., and the exchange rate has continued to change. On the first business day of 1989, the exchange rate was $.85 U.S. to $1.00 Canadian. Some have commented that the exchange rate should be used as a control variable leading to an equilization of salary data. However, as noted in previous volumes of this study, if Canadian cost-of-living differences are considered, it would be equally appropriate to apply cost-of-living differences to various cities and regions of the U.S., thus making the reporting procedure impossibly complicated and not any more meaningful. Other methods exist to compare cost-of-living and the Canadian - U.S. exchange rate. Therefore the method of dealing with this problem is to call the reader's attention to the fluctuating exchange rate and, in some instances, to provide separate tables for U.S. and Canadian schools. This solution has been used in each of the proceeding years of the report, and will be this year also. To make a change at this point would result in a lack of comparability of the data over time.

The salaries of the 48 deans and directors reporting fiscal year salaries (Including those in an acting capacity) ranged from a high of $110,400, to a low of $48,969. The mean salary for the 48 deans and directors with a fiscal year appointment was $69,172 (Median $67,875). Eliminating the deans and directors of the Canadian schools from the analysis, the mean salary of the remaining 41 deans and directors of U.S. schools who had fiscal year appointments on January 1, 1989, was $68,487 (Median $64,000). The mean salary for Canadian deans and directors was $73,182 (Median $75,925). An analysis of the 4 deans and directors that received their salaries on an academic year basis shows a range from a high of $54,477, to a low of $41,424. The mean for deans and directors on academic year appointments was $46,671 (median $45,392). All of the academic year salaries were in U.S. schools.

Of the 48 deans and directors who had fiscal year appointments on January 1, 1989 and who reported their salaries, (including acting persons), 28 were males and 20 were females. For the 28 males, the mean salary was $73,163 (Median $70,300). This is an increase in the mean salary of male deans and directors of $3,508, over January 1, 1988, for a percentage increase of 5.0. For the 20 female deans and directors who hold fiscal year appointments, the mean salary on January 1, 1989, was $63,585 (Median $60,281), for an increase of 5.7 percent. The mean salary of female deans and directors was $9,578 less than that of their male counterparts. This compares with a difference of $9,489 in 1988; of $7,009, in 1987; of $7,692 in 1986; $11,253 in 1985; of $6,674 in 1984; and of $7,302 reported for 1983. The magnitude of the increase in the differential between the mean salaries of male and female deans and directors was startling in 1985. The differential in 1987, was not substantial and is more nearly comparable with 1983 and 1984. However, the 1988 and 1989 differences are substantial. Moreover, the five year average (1985-89) salary differential is $9,004. Table I-7c shows the mean salaries of deans and directors from 1977-78 to 1988-89.

Although the salary differential between male and female deans and directors is clearly evident from the data reported, it is even more evident when one examines the salaries in rank order. A ranking of deans and directors with fiscal year appointments shows that, for the last 3 years, 8 out of the 10 highest salaries are received by males. Other factors such as longevity, region, academic qualifications, and the size of the school clearly are factors which have an effect on this differential and conclusions based on this limited data should be drawn with care. Even so, it would appear that there is inequity between female deans and directors and their male counterparts - and the situation does not appear to be improving.

TABLE I-7c:
Average Salary of Deans and Directors With
Fiscal Year Appointments, 1977-1989

	1977-78 (54)	1978-79 (60)	1979-80 (58)	1980-81 (58)
Males and Females	$34,935	$36,975	$39,485	$42,628
Males only	35,156	37,306	40,713	43,799
Females only	34,074	35,499	35,234	37,622

	1981-82 (61)	1982-83 (59)	1983-84	1984-85
Males and Females	$45,653	$48,405	$51,261	$53,793
Males only	47,367	50,509	53,134	56,947
Females only	40,830	43,207	46,460	45,694

	1985-86	1986-87 (52)	1987-88 (49)	1988-89 (48)
Males and Females	$56,622	$61,247	$65,336	$69,172
Males only	59,683	63,231	68,488	73,163
Females only	51,991	56,222	60,167	63,585

An analysis of this table shows that for the 48 deans reporting with fiscal year appointments (including acting deans and heads of Canadian schools), the percentage of increase in the average salary shown here, was 5.8 percent compared to a similar increase of 6.7 percent last year. However, this figure is not meaningful because of changes in the actual persons holding deanships from year to year. The percentages indicate only the approximate salary improvements from the positions of deans and directors rather than improvements for individuals. The meaning of this increase is further eroded by the difference in actual schools represented in the two years.

Table I-8 indicates the length of administrative service in the schools where they presently serve, of the 55 deans and directors with regular and acting appointments. As the table shows, on January 1, 1989, 4 deans and directors had held their administrative positions for 10 years or more (down from 5 last year). This represents 7.2 percent of the schools (compared to 8.4 percent last year). At the other end of the longevity spectrum, 16 deans and directors have been appointed to their present position since January 1, 1987, a period of only 3 years. This means that 29 percent have held their position no longer than two years. Last year that figure was 37.3 percent. This is further evidence of a great deal of change in library education leadership and indicates a high rate of turnover among executive officers in the library education programs in the U.S. and Canada. From all indications this is a continuing trend in higher education administration generally.

TABLE I-8
Year of Appointment of the Heads of 55 ALA Schools With Regular and Interim Appointments on January 1, 1989

Year	Number	Year	Number
1970	1	1980	2
1971	0	1981	4
1972	0	1982	3
1973	0	1983	6
1974	0	1984	5
1975	1	1985	6
1976	1	1986	10
1977	0	1987	7
1978	0	1988	6
1979	1	1989	3

Meaningful data regarding the full-time faculty who assist the executive officer in administering the school is difficult to obtain because major differences exist from one school to another. In most instances these faculty members carry out their administrative responsibilities, but have reduced teaching loads. However, some do not teach, but devote their entire time to administrative responsibilities. Also, the administrative roles, as well as the rewards for this service, differ widely both in terms of academic rank and salary. As in earlier reports, this group of faculty are identified here as "associate (assistant, etc.) deans and directors." Only those who have faculty status as well as administrative roles are included. Of the 55 ALA schools that reported for 1988-89, 19 had full-time faculty serving as associate (assistant, etc.) deans and directors. This is the same as in 1987-88. Three of the 19 schools have 2 or more faculty members with such appointments, for a total of 24 individuals. Of the 24 associate (assistant, etc.) deans and directors in 1988, 6 were newly appointed to this post during the year under review. In 1987-88, 8 (out of 55) schools had such positions, whereas in previous years the numbers were as follows: 1986-87, 19 (out of 60); 1985-86, 22; 1984-85, 21; 1983-84, 23 schools (out of 66); in 1982-83, 25 schools (out of 68); in 1981-82, 28 schools (out of 69); and in 1980-81, 34 schools (out of 69). Thus in 1980-81, nearly half of the schools had one or more associate (assistant, etc.) deans or directors. Eight years later, in 1988, both the number and percentage of schools with fulltime associate or assistant dean (director, etc.) has decreased. It is possible that one factor that accounts for the decline is the elimination of this post as a means for schools to cut back on expenditures. However, it is also possible that as some schools decrease in faculty size, the central administration of the universities consider the position to be less important and hence eliminate the position. In 1988-89, the number has remained constant. Perhaps this is an end to the trend identified above.

It should be noted that this report includes only full-time faculty members serving in positions as associate or assistant deans (directors, etc.). A number of schools have individuals (support staff) other than full-time faculty who serve as administrative assistants to the dean or director.

TABLE I-9:
Faculty Holding Administrative Titles, 1988-89
Among ALA Schools

Title and Rank	Number
Associate Dean	
Professor	5
Associate Professor	5
Assistant Professor	1
Lecturer	1
Assistant Dean	
Professor	0
Associate Professor	2
Assistant Professor	3
Associate Director	
Associate Professor	1
Chair	
Professor	3
Assistant Chair	1
V.P. Professor	1
Director	1

Of the 24 associate (assistant, etc.) deans and directors, 7 (29 percent) were males while 17 (71.0 percent) were females. Compared to 1986-87, the representation of females in this group has improved. In 1986-87 there were exactly twice the number of males (24) as females (12) in the associate (assistant, etc.) deans and directors group. In 1987-88 and 1988-89, the majority were females.

Of the 24 individuals being considered here, 18 (6 males and 12 females) had fiscal year appointments, while 6 (1 male and 5 females) had academic year appointments.

For the 18 with fiscal year appointments, the high salary was $63,517 (a female), the low was $27,864 (a female). The mean salary for the 5 males (one did not report) was $57,256 while for the 11 females (one did not report) the mean was $51,634. The fiscal year mean for the males and females combined was $55,266.

For the 6 associate (assistant, etc.) deans and directors holding academic year appointments (1 male and 5 females), the high salary was $60,700 (a female), the low was $29,100 (a female). The mean salary for the 5 females was $46,660. The mean salary for all associate and assistant deans and directors holding academic year appointments for 1988-89 was $52,021.

The salaries of full-time faculty who serve as associate (assistant, etc.) deans and directors are usually determined to a greater degree by their academic rank than by their administrative titles and responsibilities. Most also have some teaching responsibilities. As a result, the above computations are likely to change quite a bit from year to year. As a consequence of this, the persons who hold these positions are included in the tables that follow under their academic rank.

NEW FACULTY APPOINTMENTS

Between January 2, 1988 and January 1, 1989, exclusive of deans and directors, 58 new full-time regular faculty members were appointed. This compares with a total of 58 last year, and 56 the previous year. Table I-10 provides a basis for comparing the annual number of new faculty appointments over the past 10 years. In earlier reports, this table counted deans and directors, including those with acting or interim status, even when appointed from within their own faculties. However, since a marked increase of acting or interim deans and directors tended to skew the figures, last year this table was recalculated for the previous years to exclude in the new appointment columns all deans and directors. Deans and directors are included in the total full-time faculty count.

TABLE I-10
Ratio of New Faculty Appointments Exclusive of Deans & Directors to Total Faculty, 1979-1989

Year	Number of Schools	Total Full-time Faculty	New Appointments	Percent of New Appointments
1979-80	67	647	50	7.7
1980-81	69	653	48	7.4
1981-82	69	637	55	8.6
1982-83	68	613	47	7.7
1983-84	66	656	47	7.2
1984-85	66	650	39	6.0
1985-86	62	602	48	8.0
1986-87	57 of 60	572	56	9.8
1987-88	55 of 60	562	58	10.3
1988-89	55 of 60	572	56	9.8

The following table shows the sex of the 56 new faculty members appointed to full-time regular positions in the various faculty ranks betwen January 2, 1988 and January 1, 1989, in ALA schools.

TABLE I-11
Rank & Sex of 56 New Faculty, Exclusive of Deans and Directors, Appointed Between January 2, 1988 and January 1, 1989

Rank	Males	Females	Total
Professor	1	0	1
Associate Professor	6	5	10
Assistant Professor	14	24	38
Instructor	0	4	4
Lecturer	1	1	2
Total	22	34	56

The one new appointment at the professor level received an academic year appointment and has an earned doctorate. (More information on a single appointment will risk violation of confidentiality)

Of the 10 new associate professors who were not deans or directors, all but 3 received academic year appointments and all but one held earned doctorates. Their age categories were: 2 from 35-39, 2 from 40-44, 3 from 45-49, 2 from 50-54, and one did not report age. Two were appointed with tenure.

Because the most common rank at which new faculty members are appointed is that of assistant professor, the salaries paid this group, along with other characteristics, are always of particular interest. There were 38 new assistant professors appointed to permanent positions in 1987-88. This compares with 43 in 1987-88; 29 in 1986-87; 32 in 1985-86; 27 in 1984-85; 25 in 1983-84; 29 in 1982-82 and 1981-82 and 28 in 1980-81. These figures show that the number has fluctuated over the past few years, but has varied only slightly until 1987-88 which showed a 48 percent increase over 1986-87. However, as noted above, the total of new appointments at all ranks in 1988-89 is up .5 percent over 1987-88. Of the 38 new assistant professors appointed in 1988-89, 14 were male (36.8 percent) and 24 were female (63.1 percent).

Among the 38 new assistant professors, 33 had completed their doctorates by January 1, 1989. The disciplines of the 3 new assistant professors with earned doctorates were distributed into the following subject fields:

Library & Information Science	28	Education	1
American Civilization	1	Engineering	1
Anthropology	1	Philosophy	1
Computer Science	3	Political Science	1

Of the 38 new assistant professors in 1988-89, 3 were in Canadian schools and 35 were in U.S. schools. Thirty-one were white, 4 were Asian or Pacific Islander, and 3 were not designated. Thirty-four were appointed for academic years. Age catagories provided as follows:

30-34	3	50-54	2
35-39	11	55-59	1
40-44	14	60-64	1
45-49	5		

Salaries reported for 38 new assistant professors appointed in 1988-89, ranged from a high of $45,000 to a low of $24,051. The mean salary for 33 persons with an academic year appointment (which included no Canadian appointments) was $31,380, and the median was $31,000.

The mean salary for the 13 males appointed for the academic year to the rank of assistant professor in 1988-89 was $33,015 (median $31,500). For the 20 females appointed as assistant professors for the academic year, the mean salary was $30,317 (median $30,500). Contrasted with the 1987-88 difference of $470, in favor of males, the 1988-89 difference has risen to $2,698 in favor of males. When academic and fiscal year means are combined, the mean for males is $32,810 and for women the mean is $30,975, a female disadvantage of $1,832. In 1987-88, a $1,833 female advantage was reported.

Table I-11a shows the mean beginning salaries for assistant professors with academic year appointments since 1977-78. During those years, women have out-distanced their male colleagues' average salary in 1978-79, 1979-80, and in 1985-86. In the total number of these appointments, 300, women have accounted for 182 (60.5 percent) while men have accounted for 119 (39.5 percent).

TABLE I-11a
New Assistant Professors - Academic Year Appointments, 1977-1988 to 1988-89

Year	Total Number	Mean Average For Males	Mean Average For Females	Mean Average For All	Percentage of Increase
77-78	23	15,386 (10)	14,907 (13)	15,115	.09
78-79	30	16,188 (16)	17,241 (14)	16,679	10.35
79-80	18	17,065 (6)	17,445 (12)	17,319	3.84
80-81	25	19,928 (8)	18,777 (17)	19,146	10.55
81-82	22	20,854 (9)	20,270 (13)	20,509	7.12
82-83	22	23,335 (8)	21,604 (14)	22,233	8.40
83-84	19	24,170 (8)	21,335 (11)	23,722	6.70
84-85	24	25,277 (9)	23,748 (15)	24,321	2.50
85-86	24	26,000 (8)	26,946 (17)	26,732	9.91
86-87	29	28,290 (11)	26,399 (18)	27,183	1.69
87-88	31	29,365 (13)	28,895 (18)	29,092	7.02
88-89	33	33,015 (13)	30,317 (20)	31,380	7.86

There were 5 new fiscal year appointments at the assistant professor rank during 1988-89. Because the number of new assistant professors appointed for the fiscal year has always been small, no effort has been made in the past to tabulate these appointments by gender or salary. During the past 12 years, only 56 fiscal year appointments have been made at the assistant professor level, as compared to 300 appointed for the academic year. However, this year the number of appointments is large enough to make some meaningful calculations. The mean salary of the 5 persons with fiscal year appointments was

$33,454 (Median $33,000). Three of the 5 appointments were made in Canadian schools. Three were female and 1 was male. Table I-12 has been expanded to provide information regarding fiscal year appointments. The actual distribution of the 43 new assistant professors for 1988-89, is given in the table. Because only 3 academic year appointments were in Canadian schools, these will not be identified separately in order to avoid a compromise of confidentiality of the individuals' salaries.

TABLE I-12
Distribution of Salaries for 43 New
Assistant Professors, 1988-89

Academic Year
Appointments

Salary	Sex
$45,000	M
43,000	M
40,000	M
37,000	F
36,000	F
35,000 (2)	F
34,500	F
33,800	F
33,500	F
33,386	F
32,700	F
32,000 (2)	M
31,905	F
31,000	M
31,000	F
30,700	
30,000	M
29,500	F
28,000 (2)	F
28,000 (2)	F

Academic Year
Appointments (cont'd.)

Salary	Sex
$27,000	F
27,000	M
26,000 (2)	F
25,002	F
25,000	M
25,000	F
24,051	F

Fiscal Year
Appointments

Salary	Sex
$40,000	F
36,000	M
33,000	F
30,114	M
28,125	F

There were 4 full-time instructors appointed during 1988-89 among the 55 reporting ALA schools. All were female; 3 had academic year and 1 had fiscal year appointments. The average salary was $29,875.

There were 2 new appointments at the rank of lecturer between January 2, 1988 and January 1, 1989. Information on these appointments will not be reported in order to preserve the confidentiality of the information.

Eleven new appointments were made at the associate professor rank. Five were male and 6 were female; 3 had fiscal year appointments and 8 had academic year appointments. The average salary for the fiscal year appointments was $48,318; for the academic year appointments, the average salary was $36,857. There was one new appointment at the rank of professor.

FACULTY SALARIES-ALL FACULTY

The following table enables one to compare 1988-89 mean and median salaries at each rank with those of a year earlier (1987-88). Salary figures were withheld by Chicago and Brigham Young because of institutional policies. In addition, in 1988-89, Pittsburgh withheld the Dean's salary, and Clarion, Rosary, San Jose, Syracuse and Tennessee did not report at all. A total of 550 salaries (including those of deans and directors) were reported for 1988-89. In 1987-88, there were 552; in 1986-87 there were 572; in 1985-86, there were 603; in 1984-85, the number was 633 salaries. In 1983-84, this total was 642; in 1982-83 it was 662; and in 1981-82 it was 687.

TABLE I-13
Faculty Salaries, ALA Schools, 1987-88 (54) and 1988-89 (48)

Rank and Term		1987-88 Mean	Median	1988-89 Mean	Median
Deans & Directors	FY	$65,262	$64,000	$69,172	$67,875
Deans & Directors	AY	40,411	36,225	46,671	45,392
Professors	FY	60,297	63,592	66,847	68,573
Professors	AY	49,405	47,301	53,008	51,280
Assoc. Profs.	FY	49,706	49,217	51,931	52,667
Assoc. Profs.	AY	36,270	35,605	38,225	37,300
Asst. Profs	FY	39,154	39,968	40,871	40,750
Asst. Profs	AY	29,767	29,475	32,688	31,500
Instructors	FY	35,218	34,244	36,847	37,074
Instructors	AY	25,441	24,000	27,100	26,727
Lecturers	FY	31,228	34,047	39,022	36,750
Lecturers	AY	31,444	28,844	42,994	36,687

The mean and median salaries shown above in Table I-13 have been based on all salaries reported without regard to region. Furthermore, no attempt has been made to compute the exchange rate between the Canadian dollar and the U.S. dollar. Since Canadian university salaries are often higher than those in the U.S., and there are geographical differences in the U.S. as well, Table I-13a is intended to show average salaries by region and for Canadian schools. The regions used are those used by ALA's Committee on Accreditation in its semi-annual listing of accredited programs, even though this results in uneven numerical groupings. Brigham Young, Chicago, Clarion, Rosary, San Jose, Syracuse, and Tennessee were not included in their respective regions because salaries were not provided by those schools. The number of faculty salaries included is shown in each category in parentheses. In those instances where only 1 salary fits into a given category, the salary is not reported in order to protect the privacy of the individual to whom the salary applies.

Northeast: Albany, Buffalo, Catholic, Columbia, Drexel, Long Island, Maryland, Pittsburgh, Pratt, Queens, Rhode Island, Rutgers, St. John's, Simmons, and Southern Connecticut. (15 of 17 schools reporting)

Southeast: Alabama, Atlanta, Florida State, Kentucky, Louisiana State, North Carolina, North Carolina Central, North Carolina at Greensboro, South Carolina, South Florida, and Southern Mississippi. (11 of 12 schools reporting)

Midwest: Emporia State, Illinois, Indiana, Iowa, Kent State, Michigan, Missouri, Northern Illinois, Wayne State, Wisconsin-Madison, and Wisconsin-Milwaukee. (11 of 13 schools reporting)

Southwest: Arizona, North Texas, Oklahoma, Texas, and Texas Women's. (All 5 schools reporting)

West: California-Berkeley, California-Los Angeles, Hawaii, and Washington. (4 of 6 schools reporting)

Canada: Alberta, British Columbia, Dalhousie, McGill, Montreal, Toronto, and Western Ontario. (all 7 schools reporting)

TABLE I-13a
Mean Salary for Faculty of 53 ALA Schools Divided by Region, 1988-89

Fiscal Year Mean Salaries

Region	Deans & Dir.	Professors	Assoc. Profs.	Asst. Profs
Northeast	(13) $72,998	(11) $58,727	(13) $54,428	(3) $40.329
Southeast	(9) 61,619	(1)	(1)	(0)
Midwest	(11) 64,492	(3) 74,677	(5) 42,412	(3) 30,580
Southwest	(5) 64,191	(0)	(1)	(0)
West	(3) 82,604	(0)	(0)	(2) 45,204
Canada	(7) 73,325	(18) 70,504	(24) 54,725	(23) 41,908

Academic Year Mean Salary

Region	Deans & Dir.	Professors	Assoc. Profs	Asst. Profs
Northeast	(1)	(36) $56,584	(47) $39,846	(47) $35,774
Southeast	(2) $49,566	(31) 48,969	(22) 36,952	(28) 30,251
Midwest	(0)	(18) 51,838	(27) 36,166	(34) 30,407
Southwest	(0)	(13) 50,367	(11) 36,681	(17) 29,551
West	(1)	(10) 58,203	(16) 39,750	(11) 33,974
Canada	(0)	(0)	(0)	(0)

The following table shows the difference between mean salaries in the schools in the U.S. and those of Canada. In evaluating these figures it is important to remember that the difference in exchange rate between the U.S. and the Canadian dollars on January 1, 1989 was $.85 U.S. to $1.00 Canadian.

TABLE I-13b:
Average Salaries Among 46 Library Schools in the U.S. Compared to Average Salaries Among 7 Library Schools in Canada, 1988-89

Fiscal Year

	Deans & Dir.	Professors	Assoc. Profs	Asst. Profs
U.S.	(41) $64,503	(14) $62,145	(18) $51,091	(8) $37,892
Canada	(7) $73,182	(18) $70,504	(24) $54,725	(23) $41,908

Academic Year

	Deans & Dir.	Professors	Assoc. Profs	Asst. Profs
U.S.	(4) $46,671	(108) $53,008	(123) $38,225	(137) $32,688
Canada	(0)	(0)	(0)	(0)

Improvements in the mean faculty salary in 1988-89 over 1987-88 at each rank are shown in Table I-14. It should be kept in mind, however, that promotions, resignations, retirements, and new appointments in 1988-89 result in a different group of people being compared for these two years. Because actual names of faculty members are not provided by the schools, it is not possible to separate the continuing faculty in a given rank from those entering that rank. The results of these limitations mean that the improvement in salary is for the incumbents of each rank at a given time and do not reflect individual salary improvement.

TABLE I-14:
Improvement in Average Salaries for Faculty in ALA Schools Between 1987-88 and 1988-89

Rank		Number in 1987-88	Number in 1988-89	Improvement in Mean Salary	Percentage of Mean Salary
Deans & Dir.	FY	49	48	$3,910	5.9%
Deans & Dir.	AY	4	4	6,210	15.4%
Professors	FY	37	33	6,550	10.8%
Professors	AY	118	108	3,603	7.2%
Assoc. Profs	FY	44	44	2,225	4.4%
Assoc. Profs	AY	116	123	1,955	5.3%
Asst. Profs	FY	35	31	1,717	4.3%
Asst. Profs	AY	130	137	2,921	9.8%
Instructors	FY	3	6	1,629	4.6%
Instructors	AY	7	6	1,659	6.5%
Lecturers	FY	3	2	7,794	24.9%
Lecturers	AY	6	6	11,550	36.7%
Totals:		552	548		

In reading the following table, one should keep in mind that the small number of faculty holding the instructor and lecturer rank, and the small number of deans and directors holding an academic year appointment, detract from the significance of those particular percentages.

TABLE I-14a:
Percentage of Salary Improvement by Rank, Among ALA Schools over 5 Years, 1984-85 to 1988-89

		1984-85	1985-86	1986-87	1987-88	1988-89	Total
Deans & Dir.	FY	4.0	5.4	8.0	6.5	5.9	29.8
Deans & Dir.	AY	-4.1	3.7	8.6	10.5	15.4	34.1
Professors	FY	7.0	4.0	5.3	2.4	10.8	29.5
Professors	AY	3.4	7.1	8.7	4.3	7.2	30.7
Assoc. Prof.	FY	3.2	5.2	5.2	4.6	4.4	22.6
Assoc. Prof.	AY	3.2	4.4	5.6	4.0	5.3	25.5
Asst. Prof.	FY	3.5	5.0	23.9	3.7	4.3	40.4
Asst. Prof.	AY	4.7	5.0	6.3	2.7	9.8	28.5
Instructors	FY	1.9	-23.9	77.0	14.2	4.6	73.8
Instructors	AY	5.8	8.6	9.0	-1.6	6.5	28.3
Lecturers	FY	-15.7	-3.4	4.8	3.2	24.9	13.6
Lecturers	AY	1.5	-5.0	4.3	.38	36.7	37.8

The following table enables one to compare the mean salaries in each faculty rank for males and females. As seen in Table I-15, male salaries exceed female salaries in Deans and Directors with fiscal yar appointments; all professors; and associates and assistants with academic year appointments. Female salaries exceed male salaries in Dean and Directors with academic year appointments and associates with fiscal year appointments.

TABLE I-15
Male and Female Faculty Salaries in 55 ALA Schools on January 1, 1989

Fiscal Year Appointments, 1988-89

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Dir.	28	$73,163	20	$63,585
Professors	32	69,457	13	63,032
Assoc. Profs	23	53,163	21	55,665
Asst. Profs	12	39,135	33	41,968
Instructors	0		4	44,347
Lecturers	0		5	39,022

Table I-15 (cont'd.)

Academic Year Appointments, 1988-89

Rank	Number of Males	Average Salary of Males	Number of Females	Average Salary of Females
Deans & Dir.	2	$43,054	2	$50,288
Professors	84	54,246	24	48,673
Assoc. Profs.	69	38,724	54	37,588
Asst. Profs.	53	33,675	84	32,066
Instructors	1	---	7	26,484
Lecturers	2	36,687	1	------

The schools in the United States were again asked to provide ethnic data for their full-time faculty. Forty-nine schools which responded to the survey provided this information listed in Table I-17.

TABLE I-17:
Ethnic Background of Full-time Faculty in 49 ALA Schools in the U.S., January 1, 1989

Rank	Asian Indian	Asian or Pacific Islander	Black	Hispanic	White	Total
Deans & Dir.	0	0	6	0	43	49
Professors	0	4	4	1	137	146
Assoc. Profs.	0	1	4	2	162	169
Asst. Profs.	2	7	12	0	158	179
Instructors	0	0	0	0	13	13
Lecturers	0	0	1	0	7	8

The table that follows provides age category data for the full-time faculty with academic rank in all ALA schools except Chicago, Clarion, Rosary, San Jose, Syracuse and Tennessee. (Pittsburgh does not report the Dean's age category). It has been noted in earlier reports that the average age of the faculty has been increasing. On January 1, 1989, however, 32.1 percent of faculty were reported as 55 or older. This is a decrease of approximately 1.3 percent over each of the last two years in the number of faculty in these age groups.

TABLE I-18
Age Categories of Full-time Faculty on January 1, 1989 in 54 ALA Accredited Schools

	70+	65-69	60-64	55-59	50-54	45-49	40-44	35-39	30-34	25-29	Total
Deans & Dir.	0	1	6	13	15	11	8	2	0	0	56
Professors	0	9	44	38	23	27	2	0	0	0	143
Assoc Profs.	0	4	20	21	39	38	35	15	0	0	172
Asst Profs.	0	0	8	9	11	22	62	38	9	0	159
Instructors	0	0	0	0	2	0	4	4	0	2	12
Lecturers	0	1	1	3	0	2	2	2	0	0	11
TOTALS	0	15	79	84	90	100	113	61	9	2	553
Percentage of Total	0	2.7	14.2	15.2	16.3	18.0	20.4	11.0	1.6	.04	

YEAR OF INITIAL APPOINTMENT

Each of the 55 reporting ALA schools responded to the request for the date of initial appointment to its full-time faculty of each current faculty member. In Table I-19, the date shown represents that initial appointment year for each of the faculty members where academic rank was reported, who were employed on January 1, 1989. It is interesting to note that nearly one half (48.3 percent) of all faculty in ALA Schools have been appointed in the last seven years (1982-83 - 1988-89).

TABLE I-19:
Year of Initial Appointment of Full-time Faculty at Their Present ALA School

	Deans and Directors		Profs.		Assoc. Profs.		Asst. Profs.		Instructors		Lecturers		TOTALS
	M	F	M	F	M	F	M	F	M	F	M	F	
1950				1									1
1951					1								1
1954													0
1955				1									1
1956			1										1
1958			2										2
1959			1										1
1960				1									1
1961			1	1									2
1962			2		1								3
1963			3										3
1964			1	1									2
1965			7	1		1	1						10
1966		1	5	2	2	1							11
1967			7		1	1							9
1968			2		2	1		3					8
1969	2	1	11	3	3	1		1					22
1970	4		9	3	2	2							20
1971	1		10	4	7	5		1					28
1972	2		4	1	5	3		1					16
1973	2		2	5	3	3							15
1974		3	6	2	6	6						1	24
1975	3	2	2	1	5	4	1	1				1	20
1976	1		6	2	2	2	2	1					16
1977	1	1	5	2	6	5							20
1978		2	1	1	6	2		1					13
1979	2			1	1	4		1		1			10
1980			3		3	2		1					9
1981	2	1		2	7	9	1	3			1	1	27
1982		1	3		5	3	2	2					16
1983		2	3		2	9	4	2			1		23
1984	2		1	1	1	2	4	8	1				20
1985	4	2	3		2	1	13	18			1	2	46
1986	4	4	4	1	4	3	6	12		2	1		41
1987	5	2	4		6	4	18	26		3			68
1988	1	1	2		7	4	15	25		5	1	1	62

In the following table, the year is given for the appointment or promotion of each of the full-time faculty members holding academic rank to his/her present academic rank in the school where he/she holds a full time position. In this listing, deans and directors have been distributed according to their faculty ranks.

TABLE I-20

Year of Appointment or Promotion of Full-time Faculty to Their Present Rank in Their Respective Schools

	Profs.		Assoc. Profs.		Asst. Profs.		Instruc-tors		Lecturers	
	M	F	M	F	M	F	M	F	M	F
1962			1							
1963	2				1					
1964	1									
1965	3									
1966	3		1							
1967	2		3							
1968	4									
1969	3		1			1				
1970	2			1		1				
1971	3	1	1			1				
1972	1		2	1						
1973	4			1		1				
1974	4	1	4	4						1
1975	4	2	4		1					
1976	6	1		1		1				
1977	9		5		2	3				
1978	3	2	4	5	1					
1979	4	4	6	3	1	1		1		
1980	6	3	3	6		1				
1981	6	3	7	4	1	2			1	1
1982	4	4	4	5	1	1				
1983	7	5	8	5	5	1			1	
1984	5		6	6	2	7				
1985	5	4	3	5	8	18			1	1
1986	7		6	8	6	9		2	1	
1987	7	3	10	12	20	31	1	4		1
1988	3	2	11	10	15	29		4	1	2

Among the 572 full-time faculty in the 55 ALA schools participating in the 1988-89 study, there were 12 promotions within the professional ranks. This compares with 24 last year, and is again considerably lower than the 42 recorded in 1983-84. As the following table suggests, the rate of promotion declined in 1985 and 1986 but had increased by 45 percent in 1987. In 1988, the number declined by 17 percent over the previous year. In 1988-89, the number declined further by 50 percent.

TABLE I-21:
Faculty Promotions in ALA Schools, 1983-1989

Rank to Which Promoted	1983-84		1984-85		1985-86		1986-87		1987-88		1988-89	
	M	F	M	F	M	F	M	F	M	F	M	F
Professor	4	11	2	2	3	3	6	2	6	3	10	3
Assoc. Prof.	10	10	6	6	6	4	4	8	4	8	2	5
Asst. Prof.	3	4	0	0	0	4	2	7	2	1	1	1
TOTALS	17	25	8	6	9	11	12	17	12	12	3	9

TABLE I-21a:
Number of Years as Full-time Faculty Member in Their Respective Schools of the Individuals Promoted in 1988-89

Rank	No. Persons		No. Years	Rank	No. Persons		No. Years
	M	F			M	F	
Profs.	1		1	Assoc	1		3
		1	2	Profs		1	4
						3	5
					1		6
						1	9
Asst.		1	1				
Profs.		1	2				
		1	3				

In lieu of repeating the detailed background of earned doctorates by gender, rank, and field, customarily included in Table I-22, only a summary will be presented. The number of earned doctortates held on January 1, 1989 for the total faculty population of 572 (including Deans and Directors) was 491, (85.8 percent). This is an increase in the percentage from last year, as shown in Table I-22a, following the trend toward an increased number of faculty members holding the doctorate. Of the 491 faculty members holding the doctorate, 337 (68.6 percent) had their degree in library and/or information science; 154 faculty members had doctorates outside library science. Table I-22a indicates the percentage of faculty members by sex holding doctorates.

Data on the number of faculty with earned doctorates have been collected since 1977. The following table shows the steady growth of its percentage over these years. During that time period the percentage of total faculty members who hold the doctorate has increased from 61.8 pecent to 85.8 percent, a substantial increase. The rate of increase in females holding the doctorate exceeded that of males. However, the percentage of male faculty members that have completed the doctorate is still higher than that of their female counterparts. However, this gap has been reduced to only 1.5 percent for 1988-89.

TABLE I-22a:
Percentage of Full-time Faculty in 55 ALA Schools With Earned Doctorates, 1977-89

Year	Percentage of Males With Earned Doctorates	Percentage of Females With Earned Doctorates	Percentage of Total Faculty with Earned Doctorates
1977	69.3	50.9	61.8
1978	73.6	53.0	65.2
1979	75.4	55.4	67.0
1980	76.7	56.8	68.5
1981	77.1	61.3	70.8
1982	78.1	63.0	71.5
1983	81.0	63.0	71.5
1984	82.3	70.1	77.1
1985	80.0	74.9	77.9
1986	82.6	75.9	79.9
1987	85.3	77.1	81.6
1988	86.5	79.2	83.2
1988/89	86.5	85.0	85.8

Table I-23 provides a listing of the disciplines other than library and information science in which 154 faculty members held doctorates on January 1, 1989. While deans were asked to be precise in identifying these disciplines as they completed the questionnaire, the responses often were not clear, and the instructions were frequently given varying interpretations. The fields other than library science, information science, and library/information science are quite varied, as has been the case in the past. For example, in the field of education, numerous specific subfields are indentified, some of which might be the same degree with a slightly different name. Because of the wide variation, the doctorates in fields other than library and/or information science are identified by discipline.

TABLE I-23
Earned Doctorates Outside Library and/Information Science Held by 154 Full-time Faculty in 55 ALA Schools on January 1, 1989

DISCIPLINE	NO	DISCIPLINE	NO
Adult Education	4	Instructional Development	2
American Civilization	1	Land Resources	1
American Studies	1	Latin	1
Book Arts	1	Law	3
Chemistry	3	Linguistics	1
Children's Literature	1	Logic/Method	1
Communication	8	Mathematics	3
Community Health	1	Medical Ecology	1
Computer Science	6	Media Communication	1
Curriculum & Instruction	11	Microbiology	1
Early Childhood	1	Music History	1
Economics	2	Philosophy	7
Education	28	Physics	6

TABLE I-23
Earned Doctorates Outside Library and/Information Science Held by 154 Full-time Faculty in 55 ALA Schools on January 1, 1989

DISCIPLINE	NO	DISCIPLINE	NO
Educational Media	2	Political Science	3
Electrical Engineering	3	Psychology	8
Engineering	3	Public Administration	2
English	6	Roman Studies	1
Folklore/Myth	2	Romance Language	1
Higher Education	6	Sociology	2
History	12	Social Work	1
History of Science	1	Speech	1
Humanities	1	Urban Education	1
Industrial Engineering	1	Zoology	1

While approximately 85.8 percent of the full-time faculty teaching in 55 ALA schools had completed doctoral degrees prior to January 1, 1989, the percentage of faculty within individual schools holding the doctorate varied considerably, from a low of 40 percent to a high of 100 percent in 16 schools. In only 1 school, half or less of the faculty held doctorates. This is down from 2 schools in 1988, and 3 schools in 1987. Forty-seven schools (85.4 percent) of the 55 reporting have faculties of which at least 75 percent hold the doctorate.

TABLE I-24:
Percentage of Faculty Having Doctorates in 55 ALA Schools on January 1, 1989

Percentage	Number of Schools
100	16
95-99	0
90-94	9
85-89	10
80-84	5
75-79	7
70-74	3
65-69	1
60-64	1
55-59	1
50-54	1
45-49	0
40-44	1

TENURE

Of the 572 full-time faculty in the 55 ALA schools that reported on their faculty this year, 62.2 percent of the faculty members were reported as having tenure on January 1, 1989. (Those with "security of Appointment" have been included in this number). Information on tenure has been collected since 1977, and is reported in Table I-25. As can be seen from this table, the percent of the total faculty in ALA schools is slightly lower this year than during the previous three years. In fact, it is the lowest percentage since 1978-79. The percentage of tenured faculty members in ALA schools peaked in 1985-86 at 68.0 and has been dropping each year. The current percentage of tenured faculty is 62.2. SLightly more than 6 out of 10 faculty members hold tenure in 1988-89.

TABLE I-25:
Percentages of Tenured Faculty Among ALA Schools, 1977-89

Year	Percentage of Tenured Faculty
1976-77	58.4
1977-78	60.0
1978-79	62.1
1979-80	64.8
1980-81	66.3
1981-82	65.0
1982-83	66.3
1983-84	67.8
1984-85	64.2
1985-86	68.0
1986-87	67.0
1987-88	65.5
1988-89	62.2

Three schools reported having all-tenured faculties. Prior years are as follows: 1988 (3), 1987(5), 1986(4), 1985(11) and 1984(11). Two schools reported the lowest percentage of tenured faculty: 20 and 28 percent respectively. Eleven schools have less than 50 percent tenrued faculty; thirteen schools have tenured faculties of 75 percent or higher. The following table show the variation among 55 schools that reported tenure data.

TABLE I-26:
Percentage of Tenured Faculty Among 55 ALA Schools, January 1, 1989

Percentage of Tenured Faculty	Number of Schools
100	3
95-99	0
90-94	0
85-89	5
80-84	3
75-79	2
70-74	6
65-69	5
60-64	8
55-59	5
50-54	8
45-49	0
40-44	4
35-39	3
30-34	2
25-29	1
20-24	1

The following table shows tenure status by rank and sex of the faculty members holding academic rank and included in this study. It should be understood, of course, that deans and directors shown with tenure enjoy that tenure as faculty members, not as their schools' executive officers.

TABLE I-26a:
Tenure Status by Rank and Sex Among 55 ALA Schools on January 1, 1989

	With Tenure			Without Tenure		
	Males	Females	Total	Males	Females	Total
Deans & Directors	29	23	52	2	1	3
Professors	106	37	143	3	0	9
Associate Profs.	74	65	139	16	12	28
Assistant Profs.	5	12	17	62	97	159
Instructors	0	1	1	1	11	12
Lecturers	0	1	1	5	4	9
No Rank	0	3	3	0	2	2
Total:	214	142	350	89	127	216

Tables showing regional difference in faculty size and sex (Tables I-26b and I-26c) were included in the 1983 report and the report for 1978-79. However, it is not necessary to provide these particular data each year and so they will not be included in this year's report. The table that appeared in the 1984 report as Table I-26d, showing regional differences in average salaries, has been shifted to the section following Table I-13.

In the table that follows, 548 individual faculty salaries (including those for 52 deans and directors) were reported by 55 of the ALA schools. All salaries are included except for persons who do not hold academic rank, salaries from Brigham Young and Chicago which have an institutional policies against reporting salaries, and Pittsburgh which does not report the salary of the Dean. The salaries are distributed by rank in increments of $1,000 (except where there are large gaps between salaries. The salaries for associate (assistant, etc.) deans and directors have been entered according to their faculty ranks.

TABLE I-27: Salaries on January 1, 1989 of 548 Fulltime Faculty in 53 ALA Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
111,000-111,999												
110,000-110,999	1											
109,000-109,999												
108,000-108,999			1									
107,000-107,999												
106,000-106,999												
105,000-105,999	1											
104,000-104,999												
103,000-103,999												
102,000-102,999												
101,000-101,999												
100,000-100,999												
99,000- 99,999												
98,000- 98,999												
97,000- 97,999	1											
96,000- 96,999												
95,000- 95,999												
94,000- 94,999												
93,000- 93,999												
92,000- 92,999												
91,000- 91,999	1											
90,000- 90,999												

TABLE I-27: Salaries on January 1, 1989 of 548 Fulltime Faculty in 53 ALA Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
89,000- 89,999	1		1									
88,000- 88,999	2											
87,000- 87,999												
86,000- 86,999												
85,000- 85,999	1		1									
84,000- 84,999												
83,000- 83,999	2											
82,000- 82,999	1											
81,000- 82,000												
80,000- 81,000	1		1									
79,000- 80,000				2								
78,000- 79,000	2		1	1								
77,000- 78,000	1		1									
76,000- 77,000			1									
75,000- 76,000	1		1	1								
74,000- 75,000				2	1							
73,000- 74,000	2		2		1							
72,000- 73,000	1		1	1								
71,000- 72,000	1		3									
70,000- 71,000	2		1									
69,000- 70,000			1	1								
68,000- 69,000	1		1	1								

TABLE I-27: Salaries on January 1, 1989 of 548 Fulltime Faculty in 53 ALA Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
67,000- 68,000	1		2	1								
66,000- 67,000	1			2								
65,000- 66,000	1			1								
64,000- 65,000	1			3								
63,000- 64,000	1		3		2							
62,000- 63,000	3		1	1								
61,000- 62,000				2	1		1					
60,000- 61,000	2		1	3	2							
59,000- 60,000				1								
58,000- 59,000	2		1	3	4							
57,000- 58,000				3								
56,000- 57,000			1	4	1							
55,000- 56,000	1			4	2							1
54,000- 55,000		1	2	5	3		1					
53,000- 54,000	2			8	2							
52,000- 53,000	4			2	3	1						
51,000- 52,000	2		1	4	7	2		1				
50,000- 51,000	3			6		2						
49,000- 50,000				5	2		2					
48,000- 49,000	1		1	8	1		2					
47,000- 48,000			1	9	1	2	1					
46,000- 47,000		1		1		3						

TABLE I-27: Salaries on January 1, 1989 of 548 Fulltime Faculty in 53 ALA Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
45,000- 46,000				3	1	6	2	2				
44,000- 45,000		1		1	1	3		1				
43,000- 44,000			1	3	3	5	5	2				
42,000- 43,000				6		4	1					
41,000- 42,000		1		1	1	5		3				
40,000- 41,000				2		6	4	5				1
39,000- 40,000				1		7		1				
38,000- 39,000				1	1	9	1	3				
37,000- 38,000				2	1	15	1	10				
36,000- 37,000				1		11	1	4				
35,000- 36,000				1		12	2	7				
34,000- 35,000						9		5				
33,000- 34,000						3	1	12				
32,000- 33,000						9	2	11				2
31,000- 32,000						4		16				2
30,000- 31,000						3	2	11				
29,000- 30,000								7				
28,000- 29,000							1	8				
27,000- 28,000							1	7				1
26,000- 27,000								6		1		1
25,000- 26,000								11		1		
24,000- 25,000						1		4				1

TABLE I-27: Salaries on January 1, 1989 of 548 Fulltime Faculty in 53 ALA Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
23,000- 24,000												1
21,000- 22,000						1						
15,000- 16,000			1									

Part Ia:

This is the tenth year in which schools not accredited by the American Library Association (hereafter referred to as non-ALA schools) have participated in this survey. (In past volumes of this report, the schools reported on in this section were referred to as ALISE associate-member schools). Questionnaires were mailed to the 15 non-ALA programs that held institutional membership in ALISE the fall of 1988. Responses were received from 9 schools and are reported here. The nine responding schools are: Appalachian State University (Dept. of Library Science and Educational Foundations); Bowling Green State (Ohio) State University (Dept. of Library and Educational Media); Bridgewater State College (Dept. of Media and Librarianship); Chicago State University (Dept. of Library Science and Communications); East Carolina University (Dept. of Library and Information Studies); Mankato State University (Library Media Education Dept.); Universidad De Puerto Rico (Escuela Graduada De Bibliotechologia); Sam Houston State University (School of Library Science); and Villanova University (Graduate Dept. of Library Science).

During the ten years in which the non-ALA schools have been included in this study, there has been a steady decline in the number of schools responding to the request for faculty information. In 1979-80 there were 27. In the following year (1980-81), the number fell to 23, and in 1981-82, there was a further decline to 18. For the next two years, 15 responded. In 1986 only 13 of the schools responded. Last year the number dropped to 7. In 1987-88, there was an increase to 10 responses but this is probably not significant since 2 schools had lost accreditation and one has regained it since this data was collected. The 1988-89 response was 9 schools. Unlike previous years, when a large number of the faculty positions originated in one program, this year the faculty positions are more evenly distributed among the entire list of schools that responded. Nevertheless, some of the tables included in previous years have not been included because the limited number of responses would result in meaningless data.

It has been noted in previous editions to this part of the report that meaningful and comparable statistics are difficult to report for the Non-ALA schools. This is due to the uneven and limited participation of many of the schools. The result of this uneven coverage is that comparisons over time are misleading because they include a changing set of institutions, and items such as salary improvement cannot reflect true improvement because of the changes in the schools included. It is important for the reader to understand the limitations of these data and avoid making comparisons which are invalid as a result of the data.

Table I-28 shows the distribution of the titles of executive officers of those schools that responded to the questionnaire.

TABLE I-28:
Titles of 9 Executive Officers of Non-ALA Schools, January 1, 1989

Title	Number
Director	1
Chair	8

TITLE I-29:
Organizational Status of 9 Non-ALA Schools, January 1, 1989

Name	Number
School	2
Department	7

While, as seen in Table I-28, the titles dean or director are not often used in Non-ALA schools, the collective title "Deans and Directors" used in this study for ALA school executive officers will also be used here for the sake of consistency.

Among the 9 non-ALA schools contributing data for this study, the number of full-time faculty varies from 2 to 7. Because in a number of these programs degrees are offered in such areas as media technology and communication, it can be assumed that some of the faculty reported as full-time do not actually devote their full-time to instruction in the area of library and/or information science. Among these 9 schools, a total of 36 full-time faculty were reported (including the heads of these programs). This is an average of 4.0 faculty per school.

Table I-30 shows a distribution for the specific size of the faculty of each school that responded to the request for information.

TABLE I-30:
Number of Full-Time Faculty Among 9 Non-ALA Schools, January 1, 1989

NUMBER OF FULL-TIME FACULTY	NUMBER OF SCHOOLS
2	3
4	3
5	1
6	1
7	1
TOTAL	9

Of the 36 full-time faculty, including executive officers, reported by 9 non-ALA schools, 19 (52.7 percent) were males while 17 (47.2 percent) were females. This is compared to last year when, among 10 schools, 45.3 percent were males and 54.7 percent were females.

TABLE I-31:
Rank and Sex of Full-time Faculty in 9 Non-ALA Schools, January 1, 1989

Number	Rank	Males	Females
9	Deans and Directors	4	5
8	Professors	4	4
10	Associate Professors	6	4
6	Assistant Professors	4	2
1	Instructors	0	1
2	Lecturer	1	1

Of the 9 executive officers 3 had fiscal year and 6 had academic year appointments. Of these, 7 held doctorates; all were tenured. Table I-31a reports data on age category.

TABLE I-31a:
Age Categories of 9 Full-time Executive Officers of Non-ALA Schools, January 1, 1989

Age Category	Number
65+	1
60-64	3
55-59	2
50-54	1
45-49	2

Salary data were reported for 7 of the executive officers of the non-ALA schools. Among the 7* reporting salaries, the high was $56,005, and the low was $32, 000. The mean salary of the 5 executive officers with academic year appointments was $42,712 (Median $38,596). The mean salary of those with fiscal year appointments was $47,895 (Median $47,896).

The length of service as executive officers of their respective schools is reported for the 9 individuals in Table I-32, below.

TABLE I-32:
Year of Appointment of 9 Executive Officers of Non-ALA Schools

Year	Number
1972	1
1977	1
1980	1
1981	1
1982	2
1984	1
1987	1
1988	1

*Villanova did not report salaries; Bridgewater report only salary ranges.

Of the 9 executive officers of the reporting schools, 6 of them hold the rank of Professor.

Among the 36 full-time faculty (including the deans and directors) from the 9 non-ALA schools reporting, there were 2 new appointments in 1989. Because of the few new appointments this table has been omitted.

Table I-34 which follows enables one to compare the 1988-89 mean and median salaries of full-time faculty members of 9 non-ALA schools with those of 55 ALA schools that responded with 1988-89 salaries.

TABLE I-34
Faculty Salary Comparisons, ALA Schools and
Non-ALA Schools, 1988-89

Faculty Rank & Term Of Appointment		ALA Schools		Non-ALA Schools	
		Mean	Median	Mean	Median
Deans and Directors	FY	$69,172	$67,875	$47,896	$47,896
Deans and Directors	AY	46,671	45,392	42,712	35,532
Professors	FY	66,847	68,573	28,776	28,776
Professors	AY	53,008	51,280	41,225	41,868
Assoc. Profs.	FY	51,931	52,667	------	------
Assoc. Profs.	AY	38,225	37,300	40,629	38,500
Asst. Profs.	FY	40,871	40,750	21,750	21,750
Asst. Profs.	AY	32,688	31,500	30,769	30,769

The following table enables one to compare the mean salary of male and female faculty for academic year appointments.

TABLE I-35:
Mean Academic Year Faculty Salaries for Males and Females
In 9 Non-ALA Schools, 1988-89

Rank	Number of Males	Mean Salary of Males	Number of Females	Mean Salary of Females
Professors	2	$41,245	3	$41,262
Assoc. Profs.	3	38,962	4	42,295
Assistant Profs.	1	------	1	------

Of the 36 full-time faculty in the 9 non-ALA schools responding, six persons were identified as minority group members: 1 asian pacific and 5 hispanic.

Table I-36 would be titled Age Categories of 36 Full-time Faculty in 9 Non-ALA Schools on January 1, 1989 will not be reported this year because of the limited number of schools responding. These data were not reported last year for the same reason.

Of the 36 full-time faculty in the 9 responding non-ALA schools including 7 executive officers, (72.2 percent) had earned doctorates as of January 1, 1989. This compares to 71.6 percent among those reporting last year. Of the 38 doctorates, 8 (33.3 percent) were in library and information science. The 16 doctorates in fields other than library and information science were concentrated largely in education, as indicated by the following list.

TABLE I-37:
Earned Doctorates Outside Library Science Held by Faculty Members Among 9 Non-ALA Schools, January 1, 1989

Adult Education
Communication
Education (Including Communication in Education)
Higher Education
Instructional media and Technology
Instructional Development (Including curriculum)
Educational Administration
English
Ethnic Studies
History

Because of the limited response from the non-ALA schools Table I-38 which provides the year of initial full-time faculty appointment, and Table I-39 which reports the year of appointment or promotion to the present academic rank will not be reported this year. These same tables were not reported in last year's report. The data contained in these tables would have very limited value for generalizing about non-ALA schools.

Tenure status was indicated for all 36 faculty members reported by the 9 schools that responded to the questionnaire. Of the 36 individuals, 28 (77.8 percent) had tenure on Janaury 1, 1989. Eight (22.2 percent) were untenured.

In Table I-40, which follows, the salaries for the 30 faculty members from the non-ALA schools (including executive officers) are shown in increments of $1,000.

TABLE I-40: Salaries on January 1, 1989 of 30 Fulltime Faculty in 7 Non-ALA Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
56,000-56,999	1											
55,000-55,999												
54,000-54,999												
53,000-53,999		1										
52,000-52,999		1										
50,000-50,999												
49,000-49,999												
48,000-48,999				1								
47,000-47,999						1						
46,000-46,999						2						
41,000-41,999				2								
40,000-40,999				1		1						
39,000-39,999	1				1							
38,000-38,999		1										
37,000-37,999		1				1						
36,000-36,999						2						
35,000-35,999						1						
34,000-34,999												
33,000-33,999				1								
32,000-32,999		1										
31,000-31,999								1				
30,000-29,000								1				

TABLE I-40: Salaries on January 1, 1989 of 30 Fulltime Faculty in 7 Non-ALA Schools

	Deans & Directors		Professors		Associate Professors		Assistant Professors		Instructors		Lecturers	
	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.	11-12 mos.	9-10 mos.
28,000-28,999			2									1
24,000-24,999												1
23,000-23,999							1					
19,000-19,999							1					
17,000-17,999									1			

Part II:

This is the tenth year that the survey of library and information science faculty has included data provided in response to the general questionnaire distributed by the Association for Library and Information Science Education (ALISE). Data reported in Part II have been obtained from this questionnaire. Data reported in Part I of this report have been presented with the understanding that the writer would not link specific data with any single school. However, schools that respond to the ALISE questionnaire, leading to the information reported in Part II do so with the understanding that they will be identified with the information that they submit.

In past years, it is usual that fewer schools have responded to the ALISE general questionnaire than to the confidential faculty salary survey that is sent separately. This year 4 more schools responded to the general questionnaire than to the salary survey. Tennessee did not respond. However, this school is listed in the tables because it was eligible to respond but did not. Thus a total of 60 schools are identified among the ALA schools in tables in Part II.

The section which reports on non-ALA schools includes data from 8 responding schools. The ALA schools are identified in Table I-41, and the non-ALA schools are identified in Table I-42, so they will not be repeated here.

It is important to note that the data reported in Part II cover the year previous to the salary data reported in Part I. This means that frequently the data will not be in agreement for a given school for the two time periods. However, the data are taken from the forms as reported by the schools.

The non-ALA schools differ widely from one another in their nature and characteristics. For example, some are schools, others are departments, and yet others are programs that reside within departments. Thus, comparison and analysis leads to results that might not be meaningful. Also, the population of the non-ALA schools that respond to the ALISE questionnaire changes from year to year. The number that responds for the time period covered by this report was disappointingly small. For this reason, generalizations about the non-ALA schools, comparing responses from one year to another have been avoided because the comparisons are not meaningful.

The analysis that follows reports the responses to the questions as asked on the ALISE general questionnaire. In those instances where data were not reported by a school, the notation "not reported" is indicated. However, unless the school specifically stated on its questionnaire that there are no data to report, the absence of data is of course ambiguous. It could mean that there are no data to report for the question or it could mean that the school did not respond to the question.

Academic Calendar and Full-time Faculty

The first question in the faculty section of the ALISE questionnaire asked schools to indicate the type of calendar in use (i.e., semester, quarter, trimester, etc.). These responses are reported in Tables I-41 and I-42. Because of the differences in calendars, only the fall term faculty data have comparative value, since this is the only term that all schools have in common regardless of type of calendar. An example will illustrate this. Some schools call it the spring term or semester; others call it winter term. Also, it appears that some schools which have two summer sessions have labeled one as spring and the other as summer.

The answers to the second question have also been included in Tables I-41 and I-42. The second question asked the schools to indicate the number of full-time faculty for the previous academic year. The full-time faculty data reported here are for the academic year prior to that reported in Part I. In the following table, 59 schools reported a total of 590 faculty members for the fall 1987 semester for an average of 10 per school. The total reported for 1986-87 was 554 for an average of 9.5 per school.

TABLE I-41:
Full-time Faculty in 59 ALA Schools, 1987-88

School	Academic Calendar	Fall	Winter	Spring	Summer
Alabama	Semester	11		11	7
Albany	Semester	11		11	5.5
Alberta	Term	9	9	9	9
Arizona	Semester	8		10	
Atlanta	Semester	5		5	5
Brigham Young	Trimester	7	7	3	4
British Columbia	Semester	12	12	12	12
Buffalo	Semester	9		9	3
Cal-Berkeley	Semester	15		15	1
Cal-L.A.	Quarter	11	11	9	1
Catholic	Semester	9	--	9	
Chicago	Quarter	7	7	7	7
Clarion	Semester	7	7	7	6
Columbia	Semester	10		11	
Dalhousie	Semester	6	6		
Drexel	Quarter	14	14	14	14
Emporia	Semester	9		9	9
Florida St.	Semester	12.5		11.5	8
Hawaii	Semester	8	8	7	7
Illinois	Semester	13		13	4
Indiana	Semester	15		15	10
Iowa	Semester	7		7	3
Kent State	Semester	11		10	7
Kentucky	Semester	11		11	10
Long Island	Semester	7		7	4
Louisiana St.	Semester	7		7	7
Maryland	Semester	13		12	10

Table I-41 (cont'd)

School	Academic Calendar	Fall	Winter	Spring	Summer
McGill	Semester	8	8		
Michigan	Trimester	11	11	10	9
Missouri	Semester	9	9		9
Montreal	Semester	9	10		
NC Chapel Hill	Semester	13		14	3
NC Central	Semester	9		9	
NC-Greensboro	Semester	5		4	4
North Texas	Semester	11		11	8
Northern IL	Semester	6		6	5
Oklahoma	Semester	6		7	5
Pittsburgh	Semester	33	24	31	
Pratt	Semester	7		7	2
Queens	Semester	7		6	3
Rhode Island	Semester	7		8	4
Rosary	Semester	8		8	4
Rutgers	Semester	17		17	7
St. John's	Semester	6		6	2
San Jose	Semester	7.4		7.4	
Simmons	Semester	14		14	10
S. Carolina	Semester	11		11	10
S. Florida	Semester	8		8	
Southern Conn.	Semester	7		7	5
Southern Miss.	Semester	8		8	6
Syracuse	Semester	12		13	8
Tennessee	Quarter	No Response			
Texas	Semester	12		12	10
Texas Woman's	Semester	9		9	9
Toronto	Semester	15		15	16
Washington	Quarter	10	10	10	1
Wayne State	Semester	7	7	6	3
Western Ontario	Trimester	17	17	17	
Wisc.-Madison	Semester	11		11	5
Wisc.-Milwaukee	Semester	11		11	14

TABLE I-42:
Full-time Faculty in 8 Non-ALA Schools, 1987-88

School	Academic Calendar	Fall	Winter	Spring	Summer
Chicago State	Semester	4	4	4	4
East Carolina	Semester	7		7	4
Kutztown	Semester	3		3	2
Mankato State	Quarter	4	4	4	4
Puerto Rico	Semester	6	7		4
Sam Houston	Semester	6		6	6
Shippensburg	Semester	3		3	1.6
Villanova	Semester	2	2		2

TABLE I-43:
Part-time Faculty in 59 ALA Schools, 1987-88

School	Fall		Winter		Spring		Summer	
	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
Alabama	1	.2			4	.8	9	.5
Albany	3	1.0			6	2.0	6	3.5
Alberta	2	.67	2	.67			1	.33
Arizona	1	.5						
Atlanta	1	.33			2	.67	6	3
Brigham Young					5	1.5	2	.3
British Columbia	5	1	7	1.25	2	.5	2	.5
Buffalo	5	1.25			6	1.5	5	2.5
Cal-Berkeley	19	2.55			21	2.4	6	.70
Cal-L.A.	12	1.38	15	1.76	17	2.76	3	.155
Catholic		12				12		15
Chicago	4	2	3	1.5	8	4	7	3
Clarion	7	.25	7	.25			7	.5
Columbia	10	2			16	3.2	14	7
Dalhousie	2	.4	4	8				
Drexel	10	3.3	10	2.5	10	3.2	12	3.3
Emporia	5	1.21			5	1.21	2	.55
Florida St.	2	.45			5	1.25	1	.2
Hawaii	2	1			2	1	2	1
Illinois	3	2			3	3	9	7.5
Indiana	16	5.3			21	7.0	8	2.7
Iowa	2	1.15			1	.75	7	3.75
Kent St.	11	1.60			17	2.93	16	2.40
Kentucky	1	.5			6	3	7	3.5
Long Island	23	6.0			25	7.0	7	2.5
Louisiana St.	3	.66			3	1	2	.5
Maryland	6				11		2	
McGill	3	1.5	6	1.5	2	1		
Michigan	7	1.75	6	1.75	3	1.5	3	1.5
Missouri	4	.7	5	.75			3	1
Montreal	4	1	4	1				
NC Chapel Hill		3.5				2.5		.5
NC Central	1	.25			2	.5		
NC-Greensboro	5	1.66			6	2	9	3
North Texas	4	1			7	1.75	6	1.5
Northern ILL.	1	.33			2	.66	1	.33
Oklahoma	3	1.5			3	1.5	3	1.5
Pittsburgh		9.5		7		9		
Pratt	2	6.7			3	1	4	1.33
Queens	2	.5			4	1.33		
Rhode Island	3	1			2	.66	3	1
Rosary	4	1.33			3	1	7	3.5
Rutgers	9	2.33			14	3.5	8	2
St. John's	3	1			5	1.66		
San Jose	8	1.6				1.4		2.1
Simmons	7	2.33			12	4.33	7	3
S. Carolina	4	1.33			4	1.66	8	4

Table I-43 (cont'd.)

School	Fall No.	Fall (FTE)	Winter No.	Winter (FTE)	Spring No.	Spring (FTE)	Summer No.	Summer (FTE)
S. Florida	3	1.33			4	1.33		
Southern Conn.	6	2			3	1	2	.66
Southern Miss.	6	2.5			7	3.33	6	4
Syracuse	10	2.5			10	2.5	7	3.5
Tennessee	No Response							
Texas	9	4.5			6	3	1	.5
Texas Woman's	1	.33			6	2	7	2.33
Toronto	5	1.25			5	1.25	2	.5
Washington	1	.33	3	1.0	3	1.0	4	2.0
Wayne State	10	4	5	2	4	1.67	7	2.67
Western Ontario	7	.3	11	3.6	5	1.6		
Wis.-Madison	1	3			6	2.1	7	3.5
Wis.-Milwaukee	1	.33			5	1.67	14	

Formula for Computing FTE

Alabama	"5 classes per academic year = 1 FTE; 2 classes per summer term = 1 FTE"
Albany	"FTE for summer session is 2 3-credit courses: 1 3-credit course is .5 FTE."
Alberta	"3 courses per term = 1.0 FTE; 2 courses per term = .67 FTE; 1 course per term = .33 FTE."
Arizona	"Based on percent of days worked during year."
Atlanta	"One course equals .33 FTE."
Brigham Young	"6 credit hours per semesters = 1 FTE."
British Columbia	"Normal faculty load is 4 courses per academic year."
Buffalo	"A part-time faculty member teaching one course is equivalent to .25 FTE except during the summer session when it is .50 FTE."
Cal.-Berkeley	"100% salary for 9 months academic year = 1.00 FTE."
Cal-L.A.	"Professorial Series - Full time = 2 courses per quarter = 1.00 divided by 6 = .17" Lecturer Series - Full time = 3 courses per quarter = 1.00 divided by 9 = .11" (1986-87 data; 1987-88 not reported)
Catholic	"5 Courses per academic year = 1 FTE; 2 courses summer = 1 FTE."

Chicago	"2 courses equal full-time."
Clarion	"One course (3 credits) = .25."
Columbia	"1 course = .2 FTE"
Dalhousie	"Full teaching load is equivalent to 5 courses, therefore, 1 course = .20 FTE."
Drexel	"12 Credits = 1 FTE."
Emporia	"Credits taught 9 (for graduate) or 12 (undergraduate)"
Florida St.	"Approximately .08333 x contract hours"
Hawaii	"Two .50 positions = 1 FTE."
Illinois	"11 one unit = 1.0 FTE."
Indiana	"Part-time faculty teaching one course are considered one-third time."
Iowa	"Full faculty load is 4-5 courses per year (2.5 per semester) or 2 courses in summer session (+ 1 faculty member on 75% time in spring and summer)."
Kent St.	"15 semester hours = 1 FTE."
Kentucky	"1 FTE = 2 courses (6 hours) per term."
Long Island	"4 courses = 1 FTE."
Louisana State	"3 courses = 1 FTE."
Maryland	"Fall and Spring Semesters--Teaching 1 course = .20 FTE; Summer Session--Teaching 1 course = .50 FTE."
McGill	"Number of courses taught/2 per semester."
Michigan	"One course = .25 FTE in a term; .50 in half term. (Spring or Summer)"
Missouri	"By University appointment. (Full-time faculty are 100% FTE.)"
Montreal	"4 courses = 1 FTE."
NC Chapel Hill	"Fall and spring: one course = .25 FTE. Summer: one course = .5 FTE."
NC Central	"1 FTE = ash; .75 = 6 sh; .33 = 3 sh. Summer: total credit hours generated divided by 9."

NC-Greensboro	"One course represents .33 FTE."
North Texas	"1 course = .25."
Northern Illinois	3 hour courses = 1 FTE.
Oklahoma	"FTE = 15 credit hours per year, whether on a 3/2 or 2/3 courses per semester schedule."
Pittsburgh	".5 times the number."
Pratt	"3 courses is full load; 1 course is .3 FTE."
Queens:	"Three courses = 1 FTE Faculty Member."
Rhode Island	"Normal teaching load is 3 courses per semester..."
Rosary	"For fall and spring, three courses; for summer, two courses."
Rutgers	"12 credits/semester = 1 FTE."
St. John's	"1 course = .33 FTE."
San Jose	"15 student credit hours = 1 FTE." (1986-87 data; 1987-88 data not reported)
Simmons	"Three courses taught = one FTE faculty"
South Carolina	"7.5 hours each semester = 1 FTE faculty; Summer session; 6 hours = 1 FTE faculty."
S. Florida	"9 hours teaching = 1.0 FTE."
Southern Conn.	"Full time equals 3 (3 credit) courses."
Southern Miss.	"Nine credit hours equal one full time."
Syracuse	"Fall and Spring; 1 FTE = 4 courses. Summer; 1 FTE = 2 courses."
Tennessee	"No Response"
Texas	"9 undergraduate credit hours = full time; 6 graduate credit hours = full time."
Texas Woman's	"A full workload is considered as 3 courses to equal one FTE."

Toronto	"For each half-course taught, .25 FTE is calculated."
Washington	"Academic year: 1 course = 33% FTE. Summer Quarter: 1 course = 50% FTE."
Wayne State	"1 course = .333; 3 courses = 1 FTE"
Western Ontario	"Number of part-time faculty divided by three, which is course load for one full-time faculty member."
Wisc.-Madison	"One course equals as .25 FTE for each semester; For summer each course computed as .50 FTE."
Wisc.-Milwaukee	"Fall and Spring: one 3 credit course = .25 FTE. Summer: one 3 credit course = .50 FTE."

TABLE I-44: Part-time Faculty in 8 Non-ALA Schools, 1987-88

School	Fall		Winter		Spring		Summer	
	No.	(FTE)	No.	(FTE)	No.	(FTE)	No.	(FTE)
Chicago State	1				2			
East Carolina	Not Reported							
Kutztown	0		0		0		0	
Mankato	16	4	16	4	16	4		
Puerto Rico	3	.75	5	1.25			2	.50
Sam Houston					1	.33	1	.33
Shippensburg	1	.25						
Villanova	7	4	8	4			5	3

Formula For Computing FTE

Chicago State	Not reported
East Carolina	Not reported
Kutztown	NA
Mankato	"1 3-credit course = 1/4 load."
Puerto Rico	"FTE = 12 credit hours"
Sam Houston	"9 semester hours = FTE."
Shippensburg	FTE = 12 semester hours
Villanova	FTE = 9 semester hours

Salary Improvement

The fourth question on the faculty section of the ALISE questionnaire asked for the average percentage of salary improvement for full-time faculty in 1987-88. This was followed by the fifth question, which asked the basis on which improvements in faculty salaries were made. The responses to these questions have been tabulated in Tables I-45 and I-46 respectively.

Among the ALA schools which provided data on the percentage of salary improvement, the improvement ranged from a low of 0 to a high of 13.4 percent. Two schools reported no increase; 6 schools reported salary increase less than 3 percent. Slightly more than half (58 percent) of the reporting schools report salary increases in the 5 to 7 percent range. There are 4 schools that had 11 percent or more increase. All eight of the responding non-ALA schools reported an increase; the range was from 4 to 8 percent.

TABLE I-45: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in ALA Schools in 1987-88

School	Percentage of Improvement	Basis for Improvement
Alabama	6	Merit
Albany	5	Union contract, Merit
Alberta	6.6	Merit, cost of living
Arizona	2	Merit, Across the board, to achieve equity
Atlanta	5	Cost of living
Brigham Young	4	Merit
British Columbia	11.02	Merit, seniority, across the board
Buffalo	6	Union contract, Merit, across the board to achieve equity
Cal-Berkeley	5	Merit, Across the board
Cal-L.A.	5.8	Merit
Catholic	5	Merit, across the board, seniority, to achieve equity
Chicago	Not reported	Merit
Clarion	5	Union contract
Columbia	5	Merit, to achieve equity
Dalhousie	2	Union contract
Drexel	6	Merit, cost of living
Emory	6	Merit, Cost of Living
Emporia	7.2	Merit
Florida St.	6.1	Merit, across the board
Hawaii	Not reported	Union contract, to achieve equity
Illinois	0	
Indiana	6.2	Merit, Cost of Living
Iowa	8.8	Merit
Kent State	6.57	Union contract, Merit
Kentucky	3	Merit
Long Island	6	Union Contract
Louisiana	0	
Maryland	7	Merit, Cost of Living
McGill	13.4	Merit, cost of living, to achieve equity, other (lump sum)
Michigan	5.86	Merit
Missouri	1.6	Merit
Montreal	Not reported	Union contract, seniority
NC Chapel Hill	6	Merit, across the board, to achieve equity

Table I-45 (cont'd.)

School	Percentage of Improvement	Basis for Improvement
NC Central	4.5	Merit, across the board, to achieve equity
NC-Greensboro	9	Merit, Across the board, to achieve equity
North Texas	7.8	Merit, to achieve equity
Northern Ill.	8.5	Merit, Across the board
Oklahoma	4.75	Merit
Peabody	5	Across the board
Pittsburgh	6	Merit, Cost of living, to achieve equity
Pratt	5	Union contract
Queens	5	Union contract
Rhode Island	7.5	Union contract, merit, across the board, to achieve equity
Rosary	7	Merit, Across the board
Rutgers	6	Union contract, Merit
St. John's	6.5	Merit
San Jose	Not Reported	Union contract,
Simmons	6.75	Merit, Cost of living
S. Carolina	11.57	Merit, across the board, to achieve equity
S. Florida	5	Union contract, Merit, Across the board
Southern Conn.	8	Union contract
Southern Miss.	8	Merit, Cost of living
Syracuse	6	Merit, Cost of Living to achieve equity
Tennessee	No Response	
Texas	11.04	Merit
Texas Woman's	5	Merit
Toronto	5.2	Merit, Across the board, Seniority
Washington	2.9	Merit
Wayne State	5.9	Union contract, Merit
Western Ontario	6	Merit, across the board
Wisc.-Madison	1.7	Merit
Wisc.-Milwaukee	2.6	Merit, to achieve equity

TABLE I-46: Average Percentage of and Basis for Salary Improvement for Full-time Faculty in 8 Non-ALA Schools in 1987-88

School	Percentage of Improvement	Basis for Improvement
Chicago State	5.1	Union contract,
East Carolina	4.5	Merit, cost of living
Kutztown	5	Union contract

Table I-46 (cont'd.)

School	Percentage of Improvement	Basis for Improvement
Mankato	5	Union contract
Puerto Rico	11	Across the board
Sam Houston	4	Merit, across the board
Shippensburg	5	Union contract, across the board
Villanova	8	Across the board

Faculty Replacements

The reports of previous years note that it is common to replace senior faculty members who retire, resign, or die, with individuals at lower ranks than had been held by those being replaced. This practice has been followed for many years, but as funding becomes more limited, there is a stronger motivation for its continuation. Question 6 on the questionnaire was designed to provide specific data to demonstrate whether or not this has happened. Table I-47 reports the results of question 6 which asked how many full-time faculty replacements (resulting from resignations, retirements, etc.) were made during 1987-88. Schools were also asked to indicate the rank of the individual(s) who was/were replaced and the rank of the replacements(s). Fifteen (1 visiting) replacements were made at a lower rank; 19 (3 visiting) at the same rank; and 3 (1 visiting) at higher ranks.

TABLE I-47: Faculty Replacement Appointments Made Among ALA Schools in 1987-88

Alberta	One professor replaced by one assistant.
Atlanta	One assistant replaced by one assistant.
Cal.-Berkeley	Two assistants replaced by two visiting assistants.
Cal.-L.A.	One associate replaced by one associate.
Catholic	One associate replaced by one assistant.
Clarion	One assistant replaced by one associate.
Dalhousie	One professor replaced by one assistant.
Drexel	One assistant and one associate replaced by two assistants.
Emporia	One associate replaced by one visiting assistant.
Illinois	One instructor replaced by one instructor.
Indiana	One assistant replaced by one assistant.
Iowa	One visiting assistant replaced by one visiting assistant

Table I-47 (cont'd.)

Kentucky	One assistant replaced by one assistant; one assistant replaced by one visiting assistant.
Long Island	One assistant replaced by one instructor.
Louisiana State	Three assistants replaced by one assistant and two instructors.
Maryland	One assistant replaced by one assistant and one professor replaced by one assistant.
N.C.-Chapel Hill	One associate replaced by one assistant.
Northern Ill.	One professor replaced by one assistant.
Pittsburgh	One professor replaced by one associate and one assistant replaced by one assistant.
Rhode Island	One associate replaced one instructor.
Rosary	One assistant replaced by one professor.
Rutgers	One professor replaced by one visiting professor.
S. Carolina	One assistant replaced by one assistant.
S. Florida	One visiting instructor replaced by one associate
S. Connecticut	Two associates replaced by two assistants.
Syracuse	One assistant replaced by one assistant and one professor replaced by one professor.
Toronto	Two associates replaced by two assistants.
Western Ontario	One professor replaced by one assistant and one assistant replaced by one assistant.
Wisc.-Milwaukee	One assistant replaced by one assistant.

Two non-ALA schools reported faculty replacements during 1987-88 as follows: Mankato - one professor replaced by one associate and one associate replaced by one associate; Villanova - one associate replaced by one associate.

Unifilled Faculty Positions

The seventh question on the ALISE questionnaire asked schools to indicate if there were unfilled, full-time faculty positions, for which funding was available, during 1987-88. Schools were also asked to indicate the rank and the reason the position was not filled. The intent of this question is to identify the total number of full-time unfilled faculty positions in the schools. If funds were used on a temporary basis for other purposes such as employment of part-time persons, but with the budget line remaining open, this was interpreted to be an unfilled faculty position.

In Table I-47a, 39 unfilled full-time faculty positions are reported for 25 ALA schools for 1987-88. The explanations for these vacancies have been given from the data reported by the schools to indicate the reasons the positions are vacant. Last year's report indicated that there were 42 vacancies despite the availability of funding for the positions. The previous year there were 35 vacancies. Data for 1987-88 suggests a leveling of the number of vacancies possibly ending the 3-year trend toward annual increases in the number of unfilled positions. The explanations indicate that most of the unfilled openings are, as in the past, at the rank of assistant professor. However, a wider distribution of vacancies among the ranks was reported: assistant (19), associate (11) and professor (9). Also, as in the past, the reasons vary so much from school to school that it is difficult to generalize with any degree of confidence. Some indicate a lack of suitable candidates, but others clearly reflect local conditions not related to the number of available candidates.

TABLE I-47a: Unfilled, Funded, Full-time Faculty Positions in 1987-88 Among ALA Schools

School	Number	Reasons Position Was Not Filled
Albany	1	Professor. Search was unsuccessful.
Atlanta	1	Associate Professor vacated too late to recruit.
Cal-Berkeley	1	Professor.
Cal-L.A.	1	Associate professor. Used for part-time faculty appointments.
Columbia	1	Appointment deferred pending curriculm revision.
Drexel	2	Assistant professor. No Suitable candidates.
Emporia	2	Assistant and Associate. Appoinmtnets made for 1988/89
Kent	2	Assistant professor. No suitable candidates.
Kentucky	1	Associate professor. Search reopened.
Long Island	1	Associate professor appointment made for 1988/89.
Maryland	2	Professors. Death & retirement.

Table I-47a, (cont'd.)

School	Number	Reasons Position Was Not Filled
Michigan	2	Assistant and Associate. Search complete for assistant; to be undertaken for associate.
Montreal	1	Assistant/associate professor. No suitable candidate.
N.C.-Chapel Hill	3	Kenan Professorship and (2) assistant/associate.
N.C. - Central	1	Assistant. Held open to fund part-time faculty.
N.C.-Greensboro	1	Associate professor. Search pending review of long-range staffing needs.
North Texas	1	Assistant. Late resignation.
North. Illinois	1	Assistant. Frozen.
Oklahoma	3	Assistant, associate and professor.
Pittsburgh	2	Assistant professor. No suitable candidates.
Rutgers	1	Assistant. Late resignation.
St. John's	2	Associates. Appointments made for 1988/89.
Simmons	1	Assistant. No suitable candidate.
Southern Miss.	1	Associate. No suitable candidate.
Texas	2	Professors. No suitable applicants. Associate filled for 1988/89.
Toronto	1	Professor. Death.
Western Ontario	1	Assistant. No suitable candidate.

Two non-ALA schools reported unfilled, funded positions in 1987-88 as follows: Mankato - one associate not filled due to financial freeze and Puerto Rico - one professor on Fulbright leave.

Positions Lost

Question 7 on the questionnaire seeks to identify full-time faculty positions that were temporarily unfilled in 1987-88, but for which funding has been available. However, question 8 asked the schools to indicate whether faculty positions had actually been lost in 1987-88. This includes those instances where replacements could not be appointed either because faculty positions assigned to the school by the parent institution had been reduced in number or because limitations of the school's budget simply required that the number of full-time faculty be reduced. Three schools reported a loss of 3.67 FTE positions. This is lower than last year (4) and the previous one (6). This represents a sharp drop from the 17 schools that reported a loss of 21 faculty positions in 1982-83. It is also down from 1983-84 when 8 schools reported a loss of 7.5 positions. Thus, the trend apparent in previous years has slowed dramatically. Of the 8 non-ALA schools responding, only Mankato reported the loss of faculty positions.

TABLE I-47b: Full-time Faculty Positions Lost in 1987-88 Among ALA Schools

School	Positions Lost
Alberta	One .67 FTE professor
Long Island	Two professors
Oklahoma	One associate

New Faculty Positions

Question 9 on the ALISE questionnaire asked schools whether additional (new) faculty positions, with new funding, had been created in the schools in 1987-88. As shown in Table I-47c, 10 schools reported a total of 14.5 new positions, 10.7 more than were lost by the 3 schools noted in the previous table. Last year 10 schools reported a total of 11.25 new positions, and the previous year 10 schools reported 9.5 new positions. Thus, 1987-88 saw more new positions created than in the previous few years. No new positions were reported among non-ALA schools.

TABLE I-47c: New Full-time Faculty Positions Created and Funded in 1987-88 Among 10 ALA Schools

School	New Positions Created
Albany	Two Assistant/associate.
Arizona	One Assistant.
Columbia	One Assistant and one associate.
Michigan	One Assistant.
North Texas	One Associate.
Pittsburg	Two professors.
S. Florida	One Professor
Syracuse	Two Assistants.
Wayne State	One assistant and one visiting professor
Wisc.-Madison	Assistant (.50 FTE-Joint appointment with General Library System)

FRINGE BENEFITS

This is the tenth year in which schools have been asked to report the value of their institution's fringe benefits for faculty in terms of salary percentage, i.e. the worth of the contributions of the institution to benefits such as retirement, health insurance, etc., beyond the actual salaries paid to faculty. This percentage is often required in making grant proposals that will include faculty salaries, and it is often taken into account by applicants for faculty appointments as they compute the total compensation that an offer includes. It continues to be apparent that some of the wide disparity in these percentages, as reported by the deans and directors results from differing methods of computing this percentage.

TABLE I-48: Percentage Value in Relationship to Faculty Salaries of Fringe Benefits Among ALA Schools, 1983-84 to 1987-88

School	1983-84	1984-85	1985-86	1986-87	1987-88
Alabama	32	32	28	28	28
Albany	30.8	32.02	32.80	29.62	25.91
Alberta	14.8	3.8	14.4	15.7	17.3
Arizona	17.8	18.3	17	17.4	16
Atlanta	15	15.2	15.4	13.2	13.2
Brigham Young	22.5	24	24	25	26
British Columbia	13	13	13	13	13
Buffalo	22.5	25	31.2	32	31
Cal.-Berkeley	29	30	30	29	30
Cal.- L.A.	N.R.	N.R.	29	27	26
Catholic	N.R.	N.R.	N.R.	14	20
Chicago	23	19.9	N.R.	22	22.5
Clarion	34	34	N.R.	28	26
Columbia	25.5	27	27	N.R.	27
Dalhousie	10	10	10	10	10
Drexel	N.R.	N.R.	18	21	21
Emory	17.5	17	17	17	--
Emporia	18.9	14.36 + $85 health	15.3 + 8316 health	16.45 + $8,064	17.07+ $1,097
Florida	18	N.R.	20	89.59	96.19
Hawaii	N.R.	30	N.R.	N.R.	22
Illinois		12.55	13.6	13.06	13.06
Indiana	26.6	26.6	26.6	29.7	29.7
Iowa	22	22	23	23	24.5-25.5
Kent St.	22	22	22	22	23
Kentucky	17	16	16	15	15
Long Island	17	17	24	16	24.6
Louisiana St.	18	18.5	20.5	20.5	20.5
Maryland	25 + hosp	25 + hosp	28 + hosp	30 + hosp	45
McGill	19	N.R.	19	18.5	18.5
Michigan	22	22	22	22	22
Missouri	23	25	25	25	25
Montreal	14	14	14	14	14
NC-Chapel Hill	N.R.	18.10	19	19.6	19.6
NC-Central	25	25	25	N.R.	25
NC-Greensboro	18	18	22	22	22
Northern Ill.	N.R.	14	14	14	14
North Texas	23	23	23	23	20 + $1,380

N.R. = Not Reported

Table I-48 (cont'd.)

School	1983-84	1984-85	1985-86	1986-87	1987-88
Oklahoma	22	22	22	22	22
Peabody Vanderbilt	23.2	23.5	23.5	23.5	---
Pittsburgh	26	28	28	26	27
Pratt	24	25.5 F/T 15 P/T	25.5 F/T 15 P/T	29	29
Queens	25	25	25	25	25
Rhode Island	--	--	--	--	22
Rosary	17	N.R.	15	21	21
Rutgers	N.R.	N.R.	25	25	25
St. Johns	25	25	25	25	25
San Jose	N.R.	N.R.	19	N.R.	28
Simmons	21	21	21.6	22	22
S. Carolina	19	19	19	15.61 + health	15.61
S. Florida	18	19	20	20	20
Southern Conn.	39	39	37.18	41.04	46.42
Southern Miss.	N.R.	N.R.	18	27	27
Syracuse	22.4	22.4	26.1	26.5	29.6
Tennessee	20	20	30	30	N.R.
Texas	36-42	25	25	25	25
Texas Woman's	21	21	21	21	21
Toronto	14	14	14	14	14
Washington	17.95	17.95	20	20	20
Wayne State	--	--	--	--	21.5
Western Ontario	15.9	15.9	16.8	17.1	17.1
Wisc.-Madison	22.8	22.8	22.8	22.8	23
Wisc.-Milwaukee	21	21	21	26	24.4

N.R. = Not Reported

Six of the non-ALA schools responded to this question about the value of fringe benefits in their institutions. The responses were as follows: Chicago State, 15 percent; East Carolina, N.R.; Kutztown, 34 percent; Mankato, 26 percent; Puerto Rico, 8 percent (retirement); Sam Houston, 26 percent; Shippensburg, 34 percent; and Villanova, N.R.

PROFESSIONAL TRAVEL

Questions 11 and 12 of the ALISE questionnaire pertained to funding for professional travel. Question 11 asked for the number of faculty, including the dean or director, who received travel funds in 1987-88. Question 12 asked for the total amount of funding for professional travel used by the school's faculty in 1987-88, exclusive of travel to teach in extension, workshops, etc. It was noted in this question that dollars spent by the institution on professional travel should be included regardless of whether or not they were actually included in the school's budget.

It is apparent from Table I-49 that the amount of funding for faculty travel continues to vary greatly among schools. The differences have been noted since the survey began, and in most instances, the relationship of travel budgets of individual schools to each other have changed very little. For 1987-88, the range among ALA schools was from a low of $1,300. to a high of $59,000. For individual faculty members, the average varied from a reported low of $251. to a high of $2,565. For the same period a total of 483 faculty members were reported as having received travel funds. They shared a total of $478,835. in travel money, amounting to an average of $991. per person. The average per school for the 58 reporting amounts for indidivuals was $8,256 in 1987-88, as compared with $6,860. per school in 1986-87. It is difficult to know if these figures are meaningful since schools are not consistent as to whether or not data on such expenditures as recruitment, accreditation visits or visiting faculty have been excluded. The questionnaire asks that these data not be included when reporting travel for faculty, but it is likely that expenditures for purposes may be reported along with faculty travel.

TABLE I-49:
Support for Faculty Travel in 1987-88 For ALA Schools

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Alabama	11	$ 375	$ 4,125
Albany	5	320	1,600
Alberta	9	300	2,700
Arizona	9	310	2,794
Atlanta	5	550	1,512
Brigham Young	7	1,842	12,900
British Columbia	12	980	11,762
Buffalo	5	251	2,260
Cal-Berkeley	8	350	2,915
Cal-L.A.	7	1,298	9,084
Catholic	7	400	7,755
Chicago	6	783	4,700
Clarion	8	500	5,000
Columbia	12	1,300	30,772
Dalhousie	6	900	5,328
Drexel	11	609	6,700
Emporia	9	363	3,271
Florida St.	10	1,456	14,563
Hawaii	3	2,000	6,000
Illinois	7	571	7,423
Indiana	15	400	8,504
Iowa	7	485	3,392
Kent State	10	606	6,065
Kentucky	10	796	8,756
Long Island	2	1,105	2,211
Louisiana St.	8	964	7,716
Maryland	12	783	9,400
McGill	6	1,199	7,199
Michigan	14	1,381	19,328

Table I-49 (cont'd.)

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Missouri	9	779	7,013
Montreal	4	822	3,290
NC Chapel Hill	12	1,500	17,998
NC Central	9	358	3,228
NC-Greensboro	2	325	1,300
Northern Ill.	6	500	4,000
North Texas	9	1,066	9,599
Oklahoma	3	654	1,961
Pittsburgh	23	2,565	59,000
Pratt	5	1,080	9,064
Rhode Island	8	457	3,658
Queens	2	1,450	2,900
Rosary	8	712	5,700
Rutgers	10	660	6,600
St. John's	6	642	3,855
San Jose	5	934	4,673
Simmons	14	450	17,433
S. Carolina	11	---	---
S. Florida	3	667	2,000
Southern Conn.	5	600	3,000
Southern Miss.	7	1,476	10,331
Syracuse	13	2,154	28,000
Tennessee			
Texas	12	1,005	12,065
Texas Woman's	8	590	4,719
Toronto	2	1,255	2,509
Washington	4	883	3,534
Wayne State	7	2,000	16,581
Western Ontario	18	560	10,080
Wisc.-Madison	11	617	7,400
Wisc.-Milwaukee	6	500	3,000

TABLE I-50:
Support for Faculty Travel, 1987-88 by Non-ALA School

School	Number of Faculty (Including Executive Officer) Receiving Travel Funds	Average Amount Received per Participating Faculty Member	Total Amount of Funding Provided for Faculty Travel
Chicago State	0		
East Carolina	6	316.00	1,900.00
Kutztown	3	350.00	1,050.00
Mankato	4	125.00	500.00
Puerto Rico	4	1,181.00	4,724.00
Sam Houston	6	300.00	1,800.00
Shippensburg	0	------	------
Villanova	2	400.00	800.00

SABBATICAL LEAVE

The 13th question on the faculty section of the ALISE questionnaire pertained to sabbatical leaves for faculty during 1987-88. A total of 30 schools provided funds for sabbatical or study leaves during 1987-88, compared to 22 in 1986-87. Two of the Non-ALA schools reported sabbaticals having been awarded to 4 faculty members.

TABLE I-51:
ALA Schools where Faculty Received Sabbatical or Study Leaves During 1987-88

School	Number of Faculty	Length of Leave	Percentage of Salary Received
Alberta	1	12 months	80%
Arizona	1	One semester	100%
Buffalo	1	One semester	100%
Cal-Berkeley	2	One semester	100%
		One semester	75%
Cal-L.A.	3	One 2-quarters	0%
		One 3-quarters	100%
Catholic	1	One semester	100%
Clarion	1	Ten weeks	100%
Columbia	1	One year	50%
Florida St.	2	One semester	20%
		One year	50%
Hawaii	1	One year	50%
Iowa	2	One semester	100%
		One summer	56%
Kent State	1	One semester	100%
Kentucky	2	One semester	100%
Long Island	2	One semester	100%
Louisiana State	1	One year	50%
McGill	1	One year	100%
Michigan	1	One year	100%
NC Chapel Hill	3	One semester	100%
Northern Illinois	1	One semester	100%
Pittsburgh	1	6 months	100%
Pratt	1	One semester	100%
Queens	1	----------	----
Rutgers	1	Two semesters	80%
Simmons	1	One semester	100%
South Carolina	1	One semester	100%
So. Mississippi	1	One semester	100%
Syracuse	1	One semester	0%
Toronto	1	Three months	80%
Wayne State	1	One semester	100%
Western Ontario	1	One year	82.5%

SUPPORT STAFF

The final question in the faculty section of the ALISE questionnaire pertains to the support staff available for the schools. The question was designed to separate part-time student employees of the school from regular, non-student support staff. Under each of these categories, the same group of subdivisions was given: (a) Administrative support; (b) Instructional support; (c) Research support; (d) Media services; (e) Library support; (f) Computer lab; (g) Other. The following definitions were provided for each subdivision:

> By (a) *Administrative support* is meant secretarial and other assistance provided the dean, assistant dean, etc. in the administration of the school. By (b) *Instructional support* is meant clerical and other assistance provided faculty members in their course preparation and classroom teaching. By (c) *Research assistance* is meant secretarial and other support provided the faculty in their research activity. By (d) *Media services* is meant assistance provided by media technicians, graphic artists, and others in the production and use of non-print media. By (e) *Librarian personnel* is meant librarians and library assistants who serve in the library science library, whether their salaries are paid from the library school's budget or from that of the central library. By (f) *Computer lab* is meant those persons who work in a computer laboratory operated by the school. Under *Other* may be identified any support staff beyond those listed above.

If a full-time person divides his/her time between two or more of the above categories, that individual appears in appropriate part-time categories.

Where obvious misinterpretations have been made by the schools, this writer has taken the liberty of making slight adjustments in the data supplied by them. These have all involved moving fractions of staff time listed as full-time personnel where it seemed obvious that they were intended as FTE of part-time staff.

As shown in Table I-52, the total FTE of support staff (exclusive of students) as reported by the ALA schools, varied from a low of 1.0 to a high of 27.9. Because of the possible variations in the interpretation of the reporting of library staff and the varying types of support staff included under "other," meaningful comparison of the total FTE support staff among the schools is not possible. However, it is possible to compare data from some of the individual categories.

1.

TABLE I-52: Support Staff Among ALA Schools, 1987-88

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		Total
	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	
Alabama	1	.5		.3		.2									2
Albany	1	.6		.5											2.1
Alberta	2		1							.67	1				4.67
Arizona	3														3
Atlanta	1		1						1						3
Brig. Young	1		1						1						3
British Col.	2														2
Buffalo		1	1												2
CA-Berkeley	3.5	.5	2			.15			2			1.25			11.4
CA-L.A.	7	1.50							1					.50	12
Catholic	4	1		.5					2		1				8.5
Chicago	2			.5											2.5
Clarion		.5		1											1.5
Columbia	1	.6	1					.5	3	3		1			10.1
Dalhousie	3														3
Drexel	5.5	.5	1.5					.5	2	.5		.5			11.0
Emporia St.	1														1
Florida St.	3		1				.5		2			.5			7
Hawaii		.5										.5			1
Illinois	2	2	1	.5		.5			3		1		4	.33	14.33
Indiana	3	.5	1						1	1					6.5
Iowa	1	.5		.5											1.5
Kent State		1.75		1.50											2.25

TABLE I-52: Support Staff Among ALA Schools, 1987-88

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		
	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Total
Kentucky	2			.5		.5		.1		.3		.6			4.0
Long Island	1		1			.5	1		1		4				8.4
Louisiana St	2	1.8									1				4.8
Maryland	3		2					2	2	.5		1.5			11
McGill	3										1				4
Michigan	4	.25	1	.45			1		2	.5				.5	9.7
Missouri	2	.5	1	.25										.5	4.25
Montreal	4	.5	1.75	.25								5			7
NC-Chap Hill	4	.75		.5		.5		1	2			1			9.75
NC-Central	1		1						3			.33			5.33
NC-Greensboro	1														1
N. Illinois			1			.66									1.66
North Texas	1		1												2
Oklahoma	1		1												2
Pittsburgh	8	1.3	6				2	.5	5	.5	4	.5		.1	27.9
Pratt	3	1													4
Queens	1	.5													1.5
Rhode Island	2														2
Rosary	2	1				1		.5							4.5
Rutgers	2	.5	1	.5											4
St. John's	2		1						2						5
San Jose	1		.25												1.25
Simmons		5	1						2			.5			7.5

TABLE I-[illegible]2: Support Staff Among ALA Schools, 1987-88

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		Total
	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	
S. Carolina	3							.25				.75	1		5
S. Florida	1														1
South. Conn.		.62		.62											1.24
South. Miss.	3														3
Syracuse	3.25		3		4									.25	10.5
Tennessee	NO RESPONSE														
Texas	4							.5	1	1	1	1.5	1	1	11
Texas Woman's	1														1
Toronto	6	1	1	1				.6	9	1					19.6
Washington	1	1.25		1.7		.05									4
Wayne State	1	.75				.33		.2		.2					2.48
W. Ontario	3	2		.5			1		.5	.5	4		1		17
Wisc. Madison	4		1						3	.4					8.4
Wisc. Mil.	3		1						1						4

TABLE I-53: Support Staff Among ALA Schools, 1987-88

	Administrative		Instructional		Research		Media Services		Libraries		Computer Lab		Other		Total
	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	Full-time	FTE of Part-time	
Chicago St.	1														1
E. Carolina	1	.5													1.5
Kutztown		.5		.5		.5	1	.5		.5					3.5
Mankato		.5													.5
Puerto Rico	4														4
Sam Houston	1														1
Shippensburg		.5													.5
Villanova	1								1	1.2					3.5

TABLE 1-54: Use of Students as Part-time Staff Among ALA Schools, 1987-88

	Admin. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Assist. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Comp. Lab Support FTE of Part-time	Other FTE of Part-time	Total
Alabama	.25	.25	.25		2.5	1	1	5.25
Albany	1	3.25	.12	.62		62	.75	6.36
Alberta			2.5			.1		3.5
Arizona	.5	.5						1
Atlanta		1			6			7
Brigham Young		.75	1					1.75
British Columbia					.33	.33		.66
Buffalo	.5	.5	.25	.5			6.5	8.25
Cal. Berkeley	.5	2.65	2.67		1	.5		7.32
Cal. Los Angeles		1.5	2		.5			4
Catholic	1				1	1		3
Chicago		1.5	1					2.5
Clarion		1	3			1		5
Columbia	2	.33	.33	1	4	2		9.66
Dalhousie	.4		2.4		.6			5.4
Drexel	1.5	4	1	1.5		1.5		9.5
Emporia State	1	2		.5		.5		4
Florida State	2.93	2.8	5.75	1.53	11.15	2.6	5.24	32
Hawaii	1	2				12		15
Illinois	.75		3		2	1.25		7
Indiana	.5	7			16	.5		24
Iowa		.58	.75	.12		.13		1.58
Kent State	.75	1.5	1.75			1		5

TABLE I-54: Use of Students as Part-time Staff Among ALA Schools, 1987-88

	Admin. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Assist. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Comp. Lab Support FTE of Part-time	Other FTE of Part-time	Total
Kentucky	.3	.3				.4		1
Long Island	3	2						5
Louisiana State	.5		7.5		1	3		11
Maryland	2.5	3	2.5	2	6	2		18
McGill		4.25						4.25
Michigan	.3	.1	2.3		1.5	.1		4.3
Missouri								0
Montreal		1.5	1					2.5
NC-Chapel Hill	.25	1.25	2.75	.25	1.25	1.25		8.25
NC-Central					.5			.5
NC-Greensboro		7	3					10
Northern Illinois		2						2
North Texas		1						1
Oklahoma		.5			.25	.5	1.25	2.5
Pittsburgh	1	23.5	1.5		4.0	3	4	37
Pratt	1.6	1.5					.6	3.7
Queens	.25							.25
Rhode Island	.5	.5	.5			.7		2.2
Rosary				1				1
Rutgers	.66			.33		.66		1.66
St. John's			6			1		7
San Jose						.75		.75
Simmons	1.5	1.5	1		1			5

TABLE I-54: Use of Students as Part-time Staff Among ALA Schools, 1987-88

	Admin. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Assist. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Comp. Lab Support FTE of Part-time	Other FTE of Part-time	Total
S. Carolina	1.5	3.75	.25			1.25		6.75
S. Florida	.5	.5	.5		.5			2
Southern Conn.	1	1	1	1		2		6
Southern Miss.	.5		3	.5	2	1.5	1	8.5
Syracuse	1.5	5	2.5			1	.5	10.5
Tennessee	NO RESPONSE							
Texas	.86	10.67		.86		.25		12.64
Texas Woman's		1			3	.5	.5	5
Toronto		.2	.15		1	.2		1.55
Washington		1	.75			2.25		4
Wayne State	1.5	1				.5		3
Western Ontario	.05	1	2	25	3	.05	.5	6.85
Wisc.-Madison	.3	.25	.88	1.3	2	.5	.2	5.43
Wisc. Milwaukee	5	1	.53			.33		6.86

TABLE I-55: Use of Students as Part-time Staff Among ALA Schools, 1987-88

	Admin. Support FTE of Part-time	Instruc. Support FTE of Part-time	Research Assist. FTE of Part-time	Media Services FTE of Part-time	Library Personnel FTE of Part-time	Comp. Lab Support FTE of Part-time	Other FTE of Part-time	Total
Chicago State	1.5							1.5
East Carolina		10						10
Kutztown		1			2			3
Mankato								
Puerto Rico	.3		.5			.5		1.3
Sam Houston		3						3
Shippensburg		.5						.5
Villanova					3			3

Students

by
C. D. Hurt

Two types of data are presented in in this section. The first is a profile of students and recent graduates. The second is selected financial data. Data are organized into the following categories:

II-1	Enrollment by program and sex; off-campus enrollment.
II-2	Number of classes or sections of classes by number of students enrolled.
II-3	Degrees and certificates awarded by sex and ethnic origin.
II-4	Enrollment by sex and ethnic origin.
II-5	Number of in-state/province and out-of-state/province students.
II-6	Number of foreign students enrolled by program level and sex.
II-7	Number of foreign students enrolled by country of origin and program level.
II-8	Number of students by age and sex.

Financial data are organized into the following categories:

II-11	Scholarships awarded to students by amount, sex, and program level.
II-12	Assistantships awarded to students by sex, amount, program level, and work required.
II-13	Tuition and fees for complete programs by residency status and tuition per credit.

All usable data is included. An attempt was made to correct obvious errors. Other than this, the data received were considered accurate and are reported as such. Where noted by individual schools, there are explanations preceding each table. Use of any of the tables without examining the accompanying notes is ill-advised. Use of some data within tables must be done with caution since some schools report only totals without breakdowns into categories.

Note: Because figures in the summary tables in this section are based on those supplied by the schools as reported, caution should be used in working with these figures to compute percentages. Use of the data from the separate schools will usually produce needed results. For data from schools not reporting, or whose data were received too late to incorporate in this section, please contact the schools themselves.

Table II-1. Enrollment by Program and Sex

Tables denoted II-1 report figures for students officially enrolled in the Fall term of 1988.

The Committee on Accreditation of the American Library Association requests these same figures in its Annual Report for Continuing Review. Additions to this data set are the totals for the actual number of full and part-time students. Schools were asked to report the number of students enrolled in degree programs using the parent institution's method for computing the full-time equivalent. If a formula was not available, the suggested formula was to consider the student full-time if the course load would allow completion of the degree within the normal length of time. For example, if the normal time for completion is 12 courses in 4 quarters, a student carrying 3 courses during the quarter should be counted as 0.67 FTE (2 divided by 3 = 0.67). Student carrying a course overload should be reported as 1.00 FTE.

The following program definitions were used throughout the report:

Masters:	only those students working toward a master's degree in library or information science on or off campus.
Post-Masters:	only those students working toward a post-masters degree or certificate in library or information science on or off campus.
Doctoral:	only those students working toward a doctoral degree in library of information science on or off campus.
Other Graduate:	only those graduate students taking library of information science courses as cognate or service courses or for professional development on or off campus.
Undergraduate:	only those undergraduate students taking library or information science courses on or off campus.

Notes for Table II-1.
ALA Schools

Clarion	Extension FTE is reported as "approximately 20."
Dalhousie	Doctoral student is enrolled in an interdisciplinary Ph.D. programme.
Florida State	Off and on-campus figures were combined for masters students.
Indiana	Extension figures includes Cincinnati, Ft. Wayne, Univ. of Evansville, IUPUI, IUNorthwest, IU-East, IUSB.
Long Island	Info. Sci. and MLS combined for masters numbers.
Montreal	Undergraduates comprise Archives and Records Management.
Northern Ill.	Extension FTE is reported as "43%."
Pittsburgh	Masters students combine those in Inf. Sc. and Lib. Sc. programs.
Rhode Island	Masters figures includes Kingston and regional students. Other grads comprise nondegree students. Undergrad figures reflect the requirement of LSC 531 for graduation in the English Sec. Education program.
Syracuse	Masters figures combine the MLS, IRM, and CAS programs.
WI-Milwuakee	Full-time is defined as taking 8 or more credits. FTE is SCH/12. Student credit hours conveyed to undergraduate students outside SLIS computer as FTE equivalent enrollments.
Drexel	3.64 is reported as the Total Number of post-masters students.

Notes on Table II-1.
Non-ALA Schools

Kutztown	5.75 is reported as the number of full-time males in the masters program.

* * *

Table II-1-a: Summary - ALA Schools
Enrollment, Fall 1988 by Program and Sex
to Determine FTE

		Full-Time			Part-Time				Part-Time		Grand	
					Women		Men		Total		Total	
	N Sch Rptg	Women	Men	Total	N	FTE	N	FTE	N	FTE	N	FTE
Masters	56	2524	966	3481	5279	2244.24	1212	535.89	6491	2828.94	9864	6337.95
Post-Master's	29	29	15	44	135	52.66	46	23.09	181	75.24	225	120.74
Doctoral	23	112	88	200	210	70.89	131	50.93	338	121.83	541	321.83
Other Graduate	44	40	14	54	1326	447.24	245	83.18	1566	529.92	1625	583.92
Undergraduate	32	367	336	703	1344	372.56	317	72.44	1661	444.99	2364	1153.00
Total		3072	1419	4491	8294	3187.59	1951	765.53	10237	4000.92	14619	8517.44

Table II-1-b: Summary - Non ALA Schools Enrollment, Fall 1988 by Program and Sex to Determine FTE

		Full-Time			Part-Time				Part-Time Total		Grand Total	
					Women		Men					
	N Sch Rptg	Women	Men	Total	N	FTE	N	FTE	N	FTE	N	FTE
Master's	8	62	13	75	545	195.0	58	29.66	604	228.46	679	303.46
Post-Master's	0	0	0	0	0	0	0	0	0	0	0	0
Doctoral	0	0	0	0	0	0	0	0	0	0	0	0
Other Graduate	2	0	0	0	10	3.2	3	1.3	13	4.5	13	4.5
Undergraduate	2	0	0	0	156	38.9	5	1.5	161	40.4	161	40.4
Total	12	62	13	75	711	237.1	66	32.46	778	273.36	853	348.36

Table II-1-c-(1) ALA Schools - Master's Students- Enrollment, Fall 1988 by Program and Sex to Determine FTE

	Full-Time			Part-Time				Part-Time Total		Grand Total	
				Women		Men					
	Women	Men	Total	N	FTE	N	FTE	N	FTE	N	FTE
Alabama	23	4	27	37	17.65	8	4.34	45	21.99	72	48.99
Albany	73	20	93	86	27.70	16	8.20	102	35.90	195	128.90
Alberta	46	19	65	14	6.60	1	1.00	15	7.60	80	72.60
Arizona	54	15	69	94	43.56	27	15.44	121	59.00	190	128.00
Atlanta	28	8	36	27	16.33	4	3.00	31	19.33	67	55.33
Berkeley	39	16	55	65	36.75	31	18.25	96	54.50	151	109.50
Brigham Young	32	13	45	37	21.30	25	14.80	62	36.10	107	81.10
British Columbia	67	13	80	8	4.60	2	1.00	10	5.60	90	85.60
Buffalo	82	17	99	108	37.50	22	8.00	130	45.50	229	144.50
Catholic	12	5	17	138	79.88	51	21.00	189	100.88	206	117.88
Chicago	7	4	11	10	4.66	11	5.00	21	9.66	32	20.66
Clarion	29	19	48	63	26.00	7	3.00	70	29.00	0	77.00
Columbia	42	17	59	83	39.00	43	18.25	126	57.25	185	116.25
Dalhousie	53	6	59	5	2.00	0	0.00	5	2.00	64	61.00
Drexel	22	11	33	131	60.10	50	25.41	181	85.51	224	118.51
Emporia	31	11	42	75	32.00	7	5.00	82	37.00	124	79.00
Florida State	28	15	43	57	21.99	15	5.66	72	27.65	115	70.65
Hawaii	11	5	16	35	17.00	12	7.50	47	24.50	63	40.50
Illinois	65	33	98	36	22.93	9	5.16	45	28.09	143	126.09
Indiana	80	34	114	204	100.50	46	5.75	250	106.25	364	220.25
Iowa	32	12	44	28	13.67	6	2.67	34	16.34	78	60.34
Kent State	11	2	13	228	80.06	53	18.66	281	98.72	294	111.72
Kentucky	45	18	63	81	38.07	27	13.50	108	51.57	171	114.57
Long Island	53	12	65	330	145.24	43	20.49	373	165.73	438	230.73
Louisiana	47	29	76	43	18.60	10	3.99	53	22.59	129	98.59
Maryland	113	36	149	175	93.81	34	18.03	209	111.84	358	260.84
McGill	74	22	96	16	8.50	6	2.50	22	11.00	118	107.00
Michigan	63	33	96	145	46.82	32	23.42	177	70.24	273	166.24
Missouri	10	29	39	67	30.10	20	10.00	87	40.10	126	79.10
Montreal	82	65	138	8	2.00	4	1.00	12	3.00	150	141.00
NC-Central	16	5	21	90	46.25	10	6.00	100	52.25	121	73.25
North Texas	46	17	63	164	91.33	25	15.00	189	106.33	252	169.33
Northern Illinois	7	1	8	88	22.00	16	4.00	104	26.00	112	34.00
Oklahoma	15	5	20	135	59.77	24	12.00	159	71.77	179	91.77
Pittsburgh	80	53	133	135	54.00	77	30.80	212	84.80	345	217.80
Pratt	14	12	26	61	0.00	23	0.00	84	49.33	110	75.33
Queens	26	6	32	131	58.00	49	22.25	180	80.25	212	112.25
Rhode Island	22	7	29	69	28.90	7	3.30	76	32.20	105	61.20
Rosary	43	4	47	157	69.00	26	12.00	183	81.00	230	128.00
Rutgers	63	10	73	144	75.79	29	14.63	173	90.42	246	163.42
Simmons	55	11	66	289	96.33	60	20.00	349	116.33	415	182.33
South Carolina	50	13	63	185	90.70	15	8.60	200	99.30	263	162.30
Southern Conn.	30	11	41	168	75.33	22	10.00	190	85.33	231	126.33
Southern Miss.	26	9	35	38	17.88	5	2.00	43	19.88	78	54.88
St. John's	10	5	15	46	18.50	16	5.25	62	23.75	77	38.75
Syracuse	30	14	44	82	37.50	20	12.25	102	49.50	146	93.50
Texas Woman's	47	8	55	114	54.33	9	4.66	123	58.99	178	113.99

Toronto	106	38	144	47	15.67	11	3.67	58	19.33	202	163.33
UNC-Chapel Hill	86	30	116	24	12.00	8	5.00	32	17.00	148	133.00
UNC-Greensboro	11	6	17	108	47.33	18	8.44	126	55.77	143	72.77
UT-Austin	57	28	85	99	18.48	24	6.27	123	24.75	208	109.75
Washington	108	34	142	25	13.35	6	3.00	31	16.35	173	158.35
Wayne State	24	12	36	179	94.63	40	23.75	219	118.38	255	154.38
Western Ontario	84	34	118	110	27.50	28	7.00	138	34.50	256	152.50
WI-Madison	66	32	98	54	25.00	12	6.00	66	31.00	164	129.00
WI-Milwaukee	48	18	66	103	0.00	10	0.00	113	0.00	179	94.00
TOTAL	2524.00	966.00	3481.00	5279.00	2244.49	1212.00	535.89	6491.00	2828.94	9864.00	6337.95
AVERAGE	45.07	17.25	62.16	94.27	40.08	21.64	9.57	115.91	50.52	176.14	113.18
SD	27.38	12.94	37.59	69.04	31.76	16.69	7.59	81.97	36.74	92.49	50.85
MIN	7.00	1.00	8.00	5.00	0.00	0.00	0.00	5.00	0.00	0.00	20.66
MAX	113.00	65.00	149.00	330.00	145.24	77.00	30.80	373.00	165.73	438.00	260.84

Table II-1-c-(2)
Post-Master's Students - Enrollment Fall 1988 by Program and Sex to Determine FTE

	Full-Time			Part-Time				Part-Time		Grand	
				Women		Men		Total		Total	
	Women	Men	Total	N	FTE	N	FTE	N	FTE	N	FTE
Alabama	1	1	2	3	1.33	1	0.33	4	1.66	6	3.66
Albany	0	0	0	4	1.30	1	0.40	5	1.70	5	1.70
Berkeley	3	1	4	1	0.75	2	1.50	3	2.25	7	6.25
Buffalo	0	2	2	0	0.00	0	0.00	0	0.00	2	2.00
Catholic	0	0	0	5	1.88	1	0.38	6	2.25	6	2.25
Chicago	0	0	0	0	0.00	1	0.67	1	0.67	1	0.67
Columbia	3	1	4	13	3.50	4	1.00	17	4.50	21	9.50
Drexel	0	0	0	8	2.64	2	1.00	10	3.64	3.64	3.64
Florida State	0	0	0	8	2.66	0	0.00	8	2.66	8	2.66
Hawaii	1	0	1	2	0.50	0	0.00	2	0.00	3	1.50
Illinois	3	0	3	10	4.18	1	0.67	11	4.85	14	7.85
Indiana	0	0	0	3	1.62	0	0.00	3	1.62	3	1.62
Kent State	0	0	0	2	0.86	4	2.06	6	2.92	6	2.92
Long Island	1	0	1	2	0.66	1	0.33	3	0.99	4	1.99
Louisiana	2	0	2	1	0.44	0	0.00	1	0.44	3	2.44
North Texas	2	0	2	6	2.00	4	2.00	10	4.00	12	6.00
Oklahoma	0	0	0	2	0.44	1	0.33	3	0.77	3	0.77
Pittsburgh	2	3	5	14	5.60	1	0.40	15	6.00	20	11.00
Pratt	0	0	0	1	0.67	2	1.00	3	1.67	3	1.67
Rosary	0	0	0	2	0.60	0	0.00	2	0.60	2	0.60
South Carolina	1	1	2	8	4.00	1	0.70	9	4.70	11	6.70
Southern Conn.	1	1	2	9	3.33	3	1.00	12	4.33	14	6.33
St. John's	0	0	0	2	0.50	0	0.00	2	0.50	2	0.50
Syracuse	7	5	12	9	5.00	12	8.00	21	13.00	33	25.00
Texas Woman's	0	0	0	1	0.33	0	0.00	1	0.33	1	0.33
UNC-Greensboro	0	0	0	11	4.33	1	0.33	12	4.66	12	4.66
UT-Austin	1	0	1	1	0.33	2	0.66	3	0.99	4	1.99
Wayne State	0	0	0	6	2.88	0	0.00	6	2.88	6	2.88
WI-Madison	1	0	1	1	0.33	1	0.33	2	0.66	3	1.66
TOTAL	29.00	15.00	44.00	135.00	52.66	46.00	23.09	181.00	75.24	218.64	120.74
AVERAGE	1.00	0.52	1.52	4.66	1.82	1.59	0.80	6.24	2.59	7.54	4.16
SD	1.51	1.10	2.43	4.04	1.62	2.31	1.47	5.26	2.59	7.14	4.79
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.33
MAX	7.00	5.00	12.00	14.00	5.60	12.00	8.00	21.00	13.00	33.00	25.00

Table II-1-c-(3)
ALA Schools - Doctoral Students -
Enrollment, Fall 1988 by Program and Sex
to Determine FTE

	Full-Time			Part-Time				Part-Time		Grand	
				Women		Men		Total		Total	
	Women	Men	Total	N	FTE	N	FTE	N	FTE	N	FTE
Alabama	2	1	3	1	0.33	2	0.66	3	0.99	6	3.99
Berkeley	7	5	12	2	1.00	14	9.25	16	10.25	28	22.25
Chicago	0	2	2	2	1.00	1	0.33	3	1.33	5	3.33
Columbia	3	1	4	17	4.50	7	1.75	24	6.25	28	10.25
Dalhousie	0	0	0	1	0.00	0	0.00	1	0.00	1	0.00
Drexel	1	2	3	17	6.60	6	2.64	23	9.24	26	12.24
Florida State	3	3	6	9	0.91	5	1.58	14	2.49	20	8.49
Hawaii	5	14	19	0	0.00	0	0.00	0	0.00	19	19.00
Illinois	4	2	6	8	3.68	4	2.68	12	6.36	18	12.36
Indiana	9	8	17	24	8.00	20	6.67	41	14.67	61	31.67
Maryland	1	5	6	11	4.31	2	0.66	13	4.97	19	10.97
Michigan	6	4	10	2	0.49	2	0.49	4	0.98	14	10.98
North Texas	5	1	6	12	6.17	6	2.75	18	8.92	24	14.92
Pittsburgh	8	10	18	14	5.60	13	5.20	27	10.80	45	28.80
Rutgers	9	9	18	35	6.33	22	5.33	57	11.67	75	29.67
Simmons	3	0	3	12	4.00	3	1.00	15	5.00	18	8.00
Syracuse	10	11	21	4	1.00	3	0.75	7	1.75	28	22.75
Texas Woman's	9	2	11	14	5.22	3	1.70	17	6.92	28	17.92
Toronto	7	0	7	3	1.00	1	0.33	4	1.33	11	8.33
UNC-Chapel Hill	2	1	3	6	3.00	10	4.00	16	7.00	19	10.00
UT-Austin	6	1	7	7	3.33	2	1.00	9	4.33	16	11.33
Western Ontario	5	3	8	3	0.75	2	0.50	5	1.25	13	9.25
WI-Madison	7	3	10	6	3.67	3	1.66	9	5.33	19	15.33
TOTAL	112.00	88.00	200.00	210.00	70.89	131.00	50.93	338.00	121.83	541.00	321.83
AVERAGE	4.87	3.83	8.70	9.13	3.08	5.70	2.21	14.70	5.30	23.52	13.99
SD	3.01	3.84	6.00	8.28	2.41	5.98	2.34	13.09	4.08	16.59	8.23
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00
MAX	10.00	14.00	21.00	35.00	8.00	22.00	9.25	57.00	14.67	75.00	31.67

Table II-1-c-(4)
Other Graduate Students -
Enrollment, Fall 1988 by Program and Sex
to Determine FTE

	Full-Time			Part-Time				Part-Time		Grand	
				Women		Men		Total		Total	
	Women	Men	Total	N	FTE	N	FTE	N	FTE	N	FTE
Alabama	7	1	8	56	20.18	7	3.33	63	23.51	71	31.51
Albany	5	2	7	43	13.90	10	4.00	53	17.90	60	24.90
Alberta	0	0	0	5	2.66	2	0.66	2	3.32	7	3.32
Arizona	0	0	0	65	23.67	8	2.89	73	26.56	73	26.56
Brigham Young	0	0	0	14	6.40	3	1.10	17	7.50	17	7.50
Buffalo	0	0	0	2	0.25	2	0.25	4	0.50	4	0.50
Catholic	0	0	0	2	0.75	0	0.00	2	0.75	2	0.75
Columbia	1	0	1	8	2.25	1	0.25	9	2.50	10	3.50
Drexel	0	0	0	3	1.65	1	0.33	4	1.98	4	1.98
Emporia	0	0	0	165	55.00	14	4.00	179	59.00	179	59.00
Florida State	0	0	0	10	4.00	2	0.33	12	4.33	12	4.33
Hawaii	1	0	1	23	5.25	7	2.25	30	7.50	31	8.50
Illinois	0	0	0	2	0.66	2	0.34	4	1.00	4	1.00
Indiana	3	3	6	67	31.62	16	7.25	83	38.87	89	44.87
Iowa	0	0	0	9	3.00	1	0.33	10	3.33	10	3.33
Kent State	0	0	0	10	2.00	1	0.20	11	2.20	11	2.20
Kentucky	1	4	5	32	15.04	7	3.50	39	18.54	44	23.54
Long Island	0	0	0	6	2.00	4	1.33	10	3.33	10	3.33
Louisiana	0	0	0	20	8.25	5	3.30	25	11.55	25	11.55
Maryland	0	0	0	26	9.26	10	3.64	36	12.90	36	12.90
McGill	0	0	0	3	0.75	1	0.25	4	1.00	4	1.00
NC-Central	2	0	2	23	12.00	5	2.50	28	14.00	30	16.00
North Texas	1	0	1	32	11.00	10	2.67	42	13.67	43	14.67

Northern Illinois	1	0	1	71	17.75	13	3.25	84	21.00	85	22.00
Pittsburgh	2	2	4	5	2.00	5	2.00	10	4.00	14	8.00
Queens	0	0	0	27	10.25	6	2.00	33	12.25	33	12.25
Rhode Island	0	0	0	59	21.50	15	5.30	74	26.80	74	26.80
Rosary	0	0	0	12	4.00	4	1.33	16	5.33	16	5.33
Rutgers	1	0	1	109	9.08	12	1.00	121	10.08	122	11.08
Simmons	0	0	0	13	4.33	1	0.33	14	4.66	14	4.66
South Carolina	0	0	0	71	28.30	6	2.30	77	30.60	77	30.60
Southern Conn.	6	1	7	65	28.33	9	4.00	74	32.33	81	39.33
Southern Miss.	0	0	0	45	15.10	2	0.66	47	15.76	47	15.76
St. John's	0	0	0	10	3.00	4	1.00	14	4.00	14	4.00
Syracuse	0	0	0	61	17.75	29	7.50	90	25.25	90	25.25
Texas Women's	0	0	0	31	10.30	0	0.00	31	10.30	31	10.30
Toronto	0	0	0	6	2.00	1	0.33	7	2.33	7	2.33
UNC-Chapel Hill	2	0	2	43	15.00	3	2.00	46	17.00	48	19.00
UNC-Greensboro	0	0	0	17	5.11	4	1.00	21	6.11	21	6.11
UT-Austin	0	0	0	8	2.64	4	1.32	12	3.96	12	3.96
Washington	0	1	1	10	3.30	1	0.33	11	3.63	12	4.63
Wayne State	0	0	0	4	2.38	2	1.25	6	3.63	6	3.63
Western Ontario	0	0	0	1	0.25	1	0.25	2	0.50	2	0.50
WI-Madison	7	0	7	32	13.33	4	1.33	36	14.66	43	21.66
TOTAL	40.00	14.00	54.00	1326.00	447.24	245.00	83.18	1566.00	529.92	1625.00	583.92
AVERAGE	0.91	0.32	1.23	30.14	10.16	5.57	1.89	35.59	12.04	36.93	13.27
SD	1.84	0.85	2.31	32.58	10.79	5.54	1.81	36.62	12.11	37.14	13.14
MIN	0.00	0.00	0.00	1.00	0.25	0.00	0.00	2.00	0.50	2.00	0.50
MAX	7.00	4.00	8.00	165.00	55.00	29.00	7.50	179.00	59.00	179.00	59.00

Table II-1-c-(5)
ALA Schools - Undergraduate Students
Enrollment, Fall 1988 by Program and Sex
to Determine FTE

	Full-Time			Part-Time				Part-Time Total		Grand Total	
				Women		Men					
	Women	Men	Total	N	FTE	N	FTE	N	FTE	N	FTE
Alabama	0	0	0	115	37.95	13	4.29	128	42.24	128	42.24
Albany	14	12	26	0	0.00	0	0.00	0	0.00	26	26.00
Alberta	0	0	0	47	15.66	2	0.66	49	16.32	49	16.32
Brigham Young	6	0	6	83	12.00	79	9.30	162	21.30	168	27.30
Drexel	36	81	117	0	0.00	0	0.00	0	0.00	117	117.00
Florida State	0	0	0	15	3.16	6	1.16	21	4.32	21	4.32
Hawaii	0	0	0	4	1.00	6	1.50	10	2.50	10	2.50
Illinois	0	0	0	5	1.91	1	0.33	6	2.24	6	2.24
Indiana	0	0	0	41	5.75	23	3.13	64	8.88	64	8.88
Iowa	0	0	0	4	1.00	3	0.75	7	1.75	7	1.75
Kent State	0	0	0	3	0.40	2	0.26	5	0.66	5	0.66
Kentucky	0	0	0	112	52.64	2	1.00	114	53.64	114	53.64
Long Island	0	0	0	1	0.33	0	0.00	1	0.33	1	0.33
Montreal	48	13	61	64	16.00	22	5.50	86	21.50	147	82.50
NC-Central	0	0	0	8	2.00	0	0.00	8	2.00	8	2.00
North Texas	0	0	0	129	32.50	12	4.00	141	36.50	141	36.50
Northern Illinois	0	0	0	16	4.00	1	0.25	17	4.25	17	4.25
Oklahoma	0	0	0	86	16.40	30	4.73	116	21.13	116	21.13
Pittsburgh	39	74	113	26	10.40	30	12.00	56	22.40	169	135.40
Queens	0	0	0	2	0.50	0	0.00	2	0.50	2	0.50
Rhode Island	3	1	4	0	0.00	0	0.00	0	0.00	4	4.00
South Carolina	0	0	0	37	12.30	3	1.00	40	13.30	40	13.30
Southern Conn.	170	107	277	18	9.67	5	2.67	23	12.33	300	289.33

Southern Miss.	11	2	13	48	4.00	3	1.00	51	5.00	64	18.00
Syracuse	22	46	68	55	13.50	35	8.75	90	22.25	158	90.25
Texas Woman's	17	0	17	84	22.58	0	0.00	84	22.58	101	38.58
UNC-Chapel Hill	0	0	0	105	35.00	1	0.00	106	35.00	106	35.00
UNC-Greensboro	0	0	0	6	2.00	2	0.67	8	2.67	8	2.67
UT-Austin	0	0	0	206	51.50	33	8.25	239	59.75	239	59.75
Wayne State	0	0	0	7	2.08	1	0.25	8	2.33	8	2.33
WI-Madison	1	0	1	17	6.33	2	1.00	19	7.33	20	8.33
WI-Milwaukee	0	0	0	0	0.00	0	0.00	0	0.00	0	6.00
TOTAL	367.00	336.00	703.00	1344.00	372.56	317.00	72.44	1661.00	444.99	2364.00	1153.00
AVERAGE	11.47	10.50	21.97	42.00	11.64	9.91	2.26	51.91	13.91	73.88	36.03
SD	31.10	26.45	55.13	49.19	14.68	16.48	3.18	58.50	16.10	76.67	57.10
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.33
MAX	170.00	107.00	277.00	206.00	52.64	79.00	12.00	239.00	59.75	300.00	289.33

Table II-1-c-(6)
ALA Schools - Total Students
Enrollment, Fall 1988 by Program and Sex
to Determine FTE

	Full-Time			Part-Time				Part-Time		Grand	
				Women		Men		Total		Total	
	Women	Men	Total	N	FTE	N	FTE	N	FTE	N	FTE
Alabama	33	7	40	212	77.44	31	12.95	243	90.39	283	130.39
Albany	92	34	126	133	42.90	27	12.60	160	55.50	286	181.50
Alberta	46	19	65	66	24.92	5	2.32	71	27.24	136	92.24
Arizona	54	15	69	159	67.23	35	18.33	194	85.56	263	154.56
Atlanta	28	8	36	27	16.33	4	3.00	31	19.33	67	55.33
Berkeley	49	22	71	68	38.50	47	29.00	115	67.00	186	138.00
Brigham Young	38	13	51	185	39.70	107	25.20	241	64.90	292	115.90
British Columbia	67	13	80	8	4.60	2	1.00	10	5.60	90	85.60
Buffalo	82	19	101	110	37.75	24	8.25	134	46.00	235	147.00
Catholic	12	5	17	145	82.50	52	21.38	197	103.88	214	120.88
Chicago	7	6	13	12	5.66	13	6.00	25	11.66	38	24.66
Clarion	61	21	48	63	26.00	7	na	70	29.00	na	77.00
Columbia	49	19	68	121	49.25	63	21.25	176	70.50	244	139.50
Dalhousie	53	6	59	6	2.00	0	0.00	6	2.00	65	61.00
Drexel	59	94	153	159	70.99	59	29.38	218	100.37	371	250.73
Emporia	31	11	42	240	87.00	21	9.00	261	96.00	303	138.00
Florida State	31	18	49	99	32.72	28	8.73	127	41.45	176	90.45
Hawaii	18	19	37	64	23.75	25	11.25	89	35.00	126	72.00
Illinois	72	35	107	61	33.36	17	9.18	78	42.54	185	149.54
Indiana	92	45	137	339	147.49	105	22.80	441	170.28	578	307.29
Iowa	32	12	44	41	17.67	10	3.75	51	21.42	95	65.42
Kent State	11	2	13	243	83.32	60	21.18	303	104.50	316	117.50
Kentucky	46	22	68	225	105.75	36	18.00	261	123.75	329	191.97
Long Island	54	12	66	339	148.23	48	22.15	387	170.38	453	236.38
Louisiana	49	29	78	64	27.29	15	7.29	79	34.59	157	112.58
Maryland	114	41	155	212	107.38	46	22.33	258	129.71	413	284.71
McGill	74	22	96	19	9.25	7	2.75	26	12.00	122	108.00
Michigan	69	37	106	147	47.31	34	23.91	181	71.22	287	177.22
Missouri	10	29	39	218	65.00	47	16.30	265	81.20	304	120.20
Montreal	130	69	199	72	18.00	26	6.50	98	24.50	297	223.50
NC-Central	18	5	23	121	60.25	15	8.50	136	68.25	159	91.25
North Texas	54	18	72	343	143.00	57	26.42	400	169.42	472	241.42
Northern Illinois	8	1	9	175	43.75	30	7.50	205	51.25	214	60.25
Oklahoma	15	5	20	223	76.61	55	17.06	278	93.67	298	113.67
Pittsburgh	131	142	273	194	77.60	126	50.40	320	128.00	593	401.00
Pratt	14	12	26	62	na	25	1.00	87	51.00	113	77.00
Queens	26	6	32	160	68.75	55	24.25	215	93.00	247	125.00
Rhode Island	25	8	33	128	50.40	22	8.60	150	59.00	183	92.00
Rosary	43	4	47	171	73.60	30	13.33	201	87.00	248	134.00
Rutgers	73	19	92	288	91.20	63	20.96	351	112.17	443	204.17
Simmons	58	11	69	314	104.66	64	21.33	378	126.00	447	195.00
South Carolina	51	14	65	301	135.30	25	12.60	326	147.90	391	212.90
Southern Conn.	207	120	327	260	116.66	39	17.67	299	134.32	626	461.32
Southern Miss.	37	11	48	131	38.29	10	3.66	141	40.64	189	88.64
St. John's	10	5	15	58	22.00	20	6.25	78	28.25	93	43.25

Syracuse	62	71	143	202	69.50	87	29.25	289	98.75	422	231.75
Texas Woman's	73	10	83	244	92.76	12	6.36	256	99.12	339	181.12
Toronto	113	38	151	56	18.67	13	4.33	69	23.00	220	174.00
UNC-Chapel Hill	90	31	121	178	65.00	22	11.00	190	76.00	321	197.00
UNC-Greensboro	11	6	17	142	58.77	25	10.44	167	69.21	184	86.21
UT-Austin	64	29	93	321	76.28	65	17.50	386	93.78	479	186.78
Washington	108	35	143	35	16.65	7	3.33	42	19.98	185	162.98
Wayne State	24	12	36	196	101.97	43	25.25	239	127.22	275	163.22
Western Ontario	89	37	126	114	28.50	31	7.75	145	36.25	271	162.25
WI-Madison	82	35	117	110	48.66	22	10.32	132	58.98	249	175.98
WI-Milwaukee	48	18	66	103	na	10	na	113	na	179	100.00
TOTAL	3097	1407	4480	8487	3218	1974	761	10389	4030	14751	8531
AVERAGE	55.30	25.13	80.00	151.55	57.47	35.25	13.59	185.52	71.96	263.41	152.34
SD	37.69	27.05	61.00	92.81	38.79	26.91	9.89	110.66	44.65	138.62	81.67
MIN	7.00	1.00	9.00	6.00	0.00	0.00	0.00	6.00	0.00	0.00	24.66
MAX	207.00	142.00	327.00	343.00	148.23	126.00	50.40	441.00	170.38	626.00	461.32

Table II-1-c-(7)
ALA Schools - Off Campus Students
Total FTE Enrollment, Fall, 1988

	Total FTE Off Campus
Alabama	21.45
Albany	12.60
Arizona	34.00
Brigham Young	15.90
Catholic	35.25
Emporia	10.00
Florida State	2.82
Indiana	105.25
Kent State	44.60
Long Island	66.37
Louisiana	8.91
Missouri	41.10
North Texas	50.00
Oklahoma	9.78
Rhode Island	17.80
Rutgers	13.42
South Carolina	25.00
Southern Conn.	25.33
Southern Miss.	8.00
UNC-Chapel Hill	4.00
UT-Austin	10.23
Western Ontario	11.50
WI-Milwaukee	17.00
TOTAL	590.31
AVERAGE	25.67
SD	23.25
MIN	2.82
MAX	105.25

Table II-1-d-(1)

Non-ALA Schools - Master's Students Enrollment, Fall 1988 by Program and Sex to Determine FTE

	Full-Time			Part-Time						Grand	
				Women		Men		Part-Time Total		Total	
	Women	Men	Total	N	FTE	N	FTE	N	FTE	N	FTE
Chicago State	0	0	0	40	15.90	10	3.30	50	19.20	50	19.20
East Carolina	6	0	6	44	23.15	7	4.00	51	27.15	57	33.15
Kutztown	17	na	17	81	27.00	5	1.66	87	28.66	104	51.41
Mankato State	na	na	na	na	na	na	na	na	na	50	na
Puerto Rico	22	10	32	93	53.00	24	16.00	117	69.00	149	101.00
Sam Houston	4	0	4	155	38.95	6	1.50	161	40.25	165	44.25
Shippensburg	3	2	5	16	4.00	1	0.50	17	8.50	22	12.18
Villanova	10	1	11	116	33.00	5	2.70	121	35.70	132	46.70
TOTAL	62.00	13.00	75.00	545.00	195.00	58.00	29.66	604.00	228.46	729.00	307.89
AVERAGE	7.75	1.63	9.38	68.13	24.38	7.25	3.71	75.50	28.56	91.13	38.49
SD	7.53	3.24	10.05	49.19	16.57	7.00	4.81	51.97	19.78	49.96	29.05
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	22.00	0.00
MAX	22.00	10.00	32.00	155.00	53.00	24.00	16.00	161.00	69.00	165.00	101.00

Table II-1-d-(2)

Non-ALA Schools - Post Master's Students Enrollment, Fall 1988 by Program and Sex to Determine FTE

No post-master's students reported.

Table II-1-d-(3)

Non-ALA Schools - Doctoral Students Enrollment, Fall 1988 by Program and Sex to Determine FTE

No doctoral students reported.

Table II-1-d-(4)

Non-ALA Schools - Other Graduate Students Enrollment, Fall 1988 by Program and Sex to Determine FTE

	Full Time			Part-Time						
				Women		Men		Part-Time Total		
	Women	Men	Total	N	FTE	N	FTE	N	FTE	N
Chicago State	0	0	0	9	2.70	1	0.30	10	3.00	10
East Carolina	0	0	0	1	0.50	2	1.00	3	1.50	3
TOTAL	0	0	0	10	3.20	3	1.30	13	4.50	13

Table II-1-d-(5)

Non-ALA Schools - Undergraduate Students Enrollment, Fall 1988 by Program and Sex to Determine FTE

	Full-Time			Part-Time						Grand	
				Women		Men		Part-Time Total		Total	
	Women	Men	Total	N	FTE	N	FTE	N	FTE	N	FTE
Chicago State	0	0	0	38	11.40	5	1.50	43	12.90	43	12.90
Sam Houston	na	na	na	118	27.50	na	na	118	27.50	118	27.50
TOTAL	0	0	0	156	38.90	5	1.50	161	40.40	161	40.40

Table II-1-d-(6)
Non-ALA Schools - Total Students Enrollment Fall 1988 by Program and Sex to Determine FTE

	Full-Time			Part-Time				Part-Time		Grand	
				Women		Men		Total		Total	
	Women	Men	Total	N	FTE	N	FTE	N	FTE	N	FTE
Chicago State	0	0	0	87	30.00	16	5.10	103	35.10	103	35.10
East Carolina	6	0	6	45	23.65	9	5.00	54	28.65	60	34.65
Kutztown	17	5.75	22.75	81	27.00	5	1.66	87	28.66	99.75	51.41
Mankato State	na	na	na	na	na	na	na	na	na	50	na
Puerto Rico	22	10	32	93	53.00	24	16.00	117	69.00	149	101.00
Sam Houston	4	0	4	273	66.25	6	1.50	279	66.75	283	71.75
Shippensburg	3	2	3.68	16	4.00	1	0.50	17	8.50	20.68	12.18
Villanova	10	1	11	116	33.00	5	2.70	121	35.70	132	46.70
TOTAL	62.00	18.75	79.43	711.00	236.90	66.00	32.46	778.00	272.36	897.43	352.79
AVERAGE	7.75	2.34	9.93	88.88	29.61	8.25	4.06	97.25	34.05	112.18	44.10
SD	7.53	3.43	10.84	78.94	20.85	7.55	4.85	80.54	22.82	75.93	29.99
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	20.68	0.00
MAX	22.00	10.00	32.00	273.00	66.25	24.00	16.00	279.00	69.00	283.00	101.00

Table II-1-e
ALA Schools - Undergraduate LS Majors Full & Part Time Enrollment Fall 1988

	Full-Time			Part-Time				Part-Time		Grand	
				Women		Men		Total		Total	
	Women	Men	Total	N	FTE	N	FTE	N	FTE	N	FTE
Brigham Young	6	0	6	7	3.10	0	0.00	7	3.10	13	16.10
Clarion	31	2	33	0	0.00	0	0.00	0	0.00	33	0.00
Montreal	48	13	61	64	16.00	22	5.50	86	21.50	147	82.50
North Texas	0	0	0	14	3.50	5	2.25	19	5.75	19	5.75
Southern Conn	8	1	9	7	4.33	1	0.25	8	4.58	17	13.58
Southern Miss	10	2	12	8	2.00	2	1.00	10	3.00	22	15.00
Syracuse	22	46	68	0	0.00	0	0.00	0	0.00	68	68.00
Texas Woman's	17	0	17	7	3.50	0	0.00	7	3.50	24	20.50
TOTAL	142.00	64.00	206.00	107.00	32.43	30.00	9.00	137.00	41.43	343.00	221.43
AVERAGE	17.75	8.00	25.75	13.38	4.05	3.75	1.13	17.13	5.18	42.88	27.68
SD	14.65	14.92	24.19	19.60	4.76	7.08	1.81	26.63	6.45	42.57	28.34
MIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	13.00	0.00
MAX	48.00	46.00	68.00	64.00	16.00	22.00	5.50	86.00	21.50	147.00	82.50

Table II-1-f
Non-ALA Schools - Undergraduate LS Majors Full & Part Time Enrollment Fall 1988

	Full-Time			Part-Time				Part-Time		Grand	
				Women		Men		Total		Total	
	Women	Men	Total	N	FTE	N	FTE	N	FTE	N	FTE
Kutztown	34	2	36	6	3	1	0.25	7	3.25	43	39.75

Table II-2. Number of Classes by Number of Students Enrolled

Schools were asked to indicate the number of classes or sections of classes by number of students enrolled. Class sizes are divided in the following tables into 11 categories. Individual studies or individually supervised course offerings are included in a separate table.

Notes on Table II-2.
ALA Schools

Albany	Core course. Also recommended by Gov. Cuomo's Office of Employee Relations.
Berkeley	128.
Buffalo	Required class: "Introduction to Library & Information Studies."
Columbia	Core.
Emporia	1 TELENET course of 164 students: "Young Adult Literature Update: 1988."
Illinois	Required course: "Foundations of Library & Information Science."
McGill	Mandatory courses for first year students.
North Texas	Masters level core courses.
Rutgers	"Introduction to Library & Information Studies," and "Colloquium in Library & Information Studies."
South Carolina	Required courses.
Toronto	Required entry-level lecture course.
UNC-Chapel Hill	An introductory required course with small discussion groups.
UT-Austin	Introductory course to library & information science.
Washington	Foundation courses.
WI-Madison	Four of the five are core courses; remaining is a selected required cataloging class.

Table II-2-a
ALA Schools - Classes or Sections by Students Enrolled, Fall 1988

	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	>50
Alabama	11	8	2	2	6	1	2				
Albany	5	4	5	6	3	2	2	1	1	1	1
Alberta	3	5		2	2	1		4			
Arizona	1	2	4	5	1	2	1	3	3		
Atlanta	3	4	5	2	1						
Berkeley	2	4	2	11	22	5		1	1		1
Brigham Young	5	2	2	5	3						
British Columbia	2	1	2	6	3	2		1	3		0
Buffalo		3		2	5	4	2	2			1
Catholic	6	5	9	8							
Chicago	4		1	2							
Clarion	1	8	1	1	4	5	1	1	1	1	
Columbia	4	11	3	2	2	1		2	1	1	3
Dalhousie		6	2			4	2				
Drexel	1	8	11	6	3	4		1			
Emporia	5	9	5	4	2	4	2	1			1
Florida State	14	8	6	5	4	1					
Hawaii		6	2	4	3						
Illinois	2	3	4	6	3	7	2	1			1
Indiana	5	7	14	5	11	3	8	2	1		
Iowa	1	5	4	1	3	1	1				
Kent State		8	5	9	4	6	1				
Kentucky	2	9	4	4	5	2	2	1			
Long Island		9	8	11	10	4		1			
Louisiana	1	5	4	5	2	2	2				
Maryland	1	3	3	4	4	4	6	1		1	
McGill	1	2	3	2	2				1	1	4
Michigan			1	4	6	5	3	8	2		
Missouri	2	6	6	3	3	1	1				
Montreal	1	2	4	2	1	3	1				5
NC-Central	7	7	3		2	2					
North Texas	1	4	6	4	1	1	2	3	1	1	3
Northern Illinois	1	2	6	4	2	3					
Oklahoma	1	6	1	5	3	3		2			
Pittsburgh	11	15	12	7	6	16	3	3	5	2	2
Pratt	1	5	4	1	4	1					
Queens		2	5	3	3	4	3	1			

Rhode Island	5	4	6	3	1	3					
Rosary	2	4	8	6	4		1		1		
Rutgers	3	4	6	14	6	5		3	1		2
Simmons	4	5	3	3	12	9	1				
South Carolina	2	3	11	3	1		1			2	4
Southern Conn.		4	5	1	5	6	2				
Southern Miss.	3	11	1	2		1					
St. John's	4	8	4	3							
Syracuse	2	2	5	10	7	4		1	1		
Texas Woman's		6	3	3	5	2	2			2	
Toronto	10	9	14	13	4	11	7			1	2
UNC-Chapel Hill	1	9	7	4	3	1	4	4			1
UNC-Greensboro	3	2	8	4	1					1	
UT-Austin	2	10	4	5	3	2	1	2			4
Washington		1	4	3	1	1	1		2		3
Wayne State	6	2	4	6	7	4	1				
Western Ontario	2		5	6	2	3	10	1	1	2	
WI-Madison	4	3	4	3	2	1	2				5
WI-Milwaukee	11	4	12	4	2	2	6				
TOTAL	169	285	273	249	205	159	86	51	26	16	43

Note for Table II-2-a-(1)

Long Island	Includes 6 different courses.

Table II-2-a-(1)
ALA Schools - Individual Schools
by Students Enrolled, Fall 1988

	# of Students
Alabama	17
Albany	4
Alberta	4
Arizona	37
Atlanta	7
Berkeley	17
British Columbia	2
Buffalo	46
Catholic	9
Chicago	10
Columbia	31
Dalhousie	1
Drexel	28
Emporia	11
Florida State	26
Hawaii	8
Illinois	32
Indiana	28
Iowa	1
Kentucky	2
Long Island	41
Louisiana	11
Maryland	33
McGill	6
Michigan	18
Missouri	53
Montreal	3
NC-Central	23
North Texas	8
Northern Illinois	1
Oklahoma	19
Pittsburgh	56
Pratt	1
Queens	7
Rhode Island	10
Rosary	4
Rutgers	12
Simmons	18

South Carolina	38
Southern Conn.	11
Southern Miss.	28
Syracuse	27
Texas Womans	8
Toronto	7
UNC-Chapel Hill	20
UT-Austin	23
Washington	18
Wayne State	2
Western Ontario	7
WI-Madison	19
WI-Milwaukee	4
TOTAL	857.00
AVERAGE	16.80
SD	14.01
MIN	1
MAX	56

Table II-2-b
Non-ALA Schools - Classes or Sections by Students Enrolled, Fall 1988

	1-5	6-10	11-15	16-20	21-25	26-30	31-35	36-40	41-45	46-50	>50
Chicago State	2	4	5	1							
East Carolina	5	10	2	2							
Kutztown		2	2	2			1	2			
Puerto Rico		3	11	5							
Sam Houston	2	4	7	1	2		1				
Shippensburg	3	2	1		3						
Villanova	4	3	2		2	2	1				
TOTAL	16	28	30	11	7	2	3	2	0	0	0

Table II-2-b-(1)
Non-ALA Schools - Individual Studies by Students Enrolled, Fall 1988

	# of Students
Chicago State	1
East Carolina	18
Sam Houston	13
Villanova	6
TOTAL	38

Tables II-3. Degrees and Certificates Awarded by Sex and Ethnicity

Schools were requested to give the number of degrees and certificates awarded in 1987-88, including those in summer session, by sex and ethnicity, to United States and Canadian citizens, permanent residents or landed immigrants, and foreign students. The categories used for defining ethnicity are the same as used by the U.S. Department of Labor:

AJ	American Indian or Alaskan Native
AP	Asian or Pacific Islander
B	Black, Not Hispanic Origin
H	Hispanic
W	White, Not Hispanic Origin

In addition:

F	Foreign Students

Notes for Table II-3

Long Island	Masters value combines information science and library science.

Table II-3-a
Summary - ALA Schools
Degrees & Certificates Awarded 1987-88
by Sex & Ethnicity

WOMEN

	N Sch Rptg	AJ	AP	B	H	W	NA	F	TOTAL
Bachelors	7	0	0	5	0	50	0	2	112
Masters	55	7	49	101	27	2285	88	115	2993
Post-Masters	21	0	3	3	0	43	1	6	57
Doctoral	18	0	2	7	0	26	0	2	38
Total	55	7	54	116	27	2404	89	125	3200

MEN

	N Sch Rptg	AJ	AP	B	H	W	NA	F	TOTAL	GRAND TOTAL
Bachelors	7	0	0	0	0	52	0	0	62	174
Masters	55	1	8	23	10	649	24	51	875	3868
Post-Masters	21	0	0	1	1	11	0	8	21	78
Doctoral	18	0	2	4	0	22	1	1	32	70
Total	55	1	10	28	11	734	25	60	990	4190

Table II-3-b
Summary - Non-ALA Schools
Degrees & Certificates Awarded 1987-88
by Sex & Ethnicity

WOMEN

	N Sch Rptg	AJ	AP	B	H	W	NA	F	TOTAL
Bachelors	2	0	0	0	0	13	0	0	13
Masters	8	0	0	5	29	71	0	0	105
Post-Masters	0	0	0	0	0	0	0	0	0
Doctoral	0	0	0	0	0	0	0	0	0
Total	8	0	0	5	29	84	0	0	118

MEN

	N Sch Rptg	AJ	AP	B	H	W	NA	F	TOTAL	GRAND TOTAL
Bachelors	2	0	0	0	0	1	0	0	1	14
Masters	8	0	0	1	6	7	0	0	14	127
Post-Masters	0	0	0	0	0	0	0	0	0	0
Doctoral	0	0	0	0	0	0	0	0	0	0
Total	8	0	0	1	6	8	0	0	15	141

Table II-3-c-(1)
ALA Schools - Bachelor's Level
Degrees & Certificates Awarded 1987-88
by Sex & Ethnicity

				WOMEN			
	AJ	AP	B	H	W	NA	F	TOTAL
Clarion					3			3
Montreal								55
North Texas			2		2		2	6
Pittsburgh			2		34			36
Southern Conn.					4			4
Southern Miss.			1		2			3
Texas Woman's					5			5

					MEN				GRAND
	AJ	AP	B	H	W	NA	F	TOTAL	TOTAL
Clarion					2			2	5
Montreal								10	65
North Texas					1			1	7
Pittsburgh					47			47	83
Southern Conn.					1			1	5
Southern Miss.					1			1	4
Texas Woman's									5

Table II-3-c-(2)
ALA Schools - Master's Level
Degrees & Certificates Awarded 1987-88
by Sex and Ethnicity

					WOMEN			
	AJ	AP	B	H	W	NA	F	TOTAL
Alabama		1	2		30			33
Albany		3	1	2	63		2	71
Alberta								35
Arizona	1				66		3	70
Atlanta		2	17		2		1	22
Berkeley	1	1	4	1	51		3	61
Brigham Young		4			22		2	28
British Columbia								30
Buffalo		1	4		48		10	63
Catholic			2	1	58			61
Chicago			1		15		1	17
Clarion					48		3	51
Columbia			1		47		3	51
Dalhousie					29			29
Drexel								50
Emporia					41			41
Florida State		2	2	4	59			67
Illinois		2		2	72		7	83
Indiana				2	101		8	111
Iowa					25		2	27
Kent State			1		98		1	100
Kentucky				1	46		1	48
Long Island		3	2		94		2	101
Louisiana			1		41		2	44
Maryland		1	7	3	82		9	102
McGill								55
Michigan		2	4	1	92		5	104
Missouri		1			38			39
Montreal								39
NC-Central	4		11		19			34
North Texas		1	2	2	36		2	43
Northern Illinois		3	2		33			38
Oklahoma						34		34
Pittsburgh		9	4		82			95
Pratt			10	1	23		2	36
Queens		6	1		10			17
Rhode Island					23			23
Rosary			1		39		1	41
Rutgers		3	3		91		6	103

Simmons				3	151		9	163
South Carolina		1	6		81		3	91
Southern Conn.					57		1	58
Southern Miss.			1		27			28
St. John's		2	1		21			24
Syracuse					30		7	37
Texas Woman's	1		3	3	46			53
Toronto						54		54
UNC-Chapel Hill			2		39		2	43
UNC-Greensboro			4		27			31
UT-Austin				1	44		4	49
Washington		1			52		4	57
Wayne State					13			13
Western Ontario								112
WI-Madison					55		9	64
WI-Milwaukee			1		18			19

	AJ	AP	B	H	MEN W	NA	F	TOTAL	GRAND TOTAL
Alabama		1			6			7	40
Albany		2	1		14		3	20	91
Alberta								12	47
Arizona					17		3	20	90
Atlanta			2		4			6	28
Berkeley	1		1	2	27			31	92
Brigham Young		1			17			18	46
British Columbia								9	39
Buffalo			1		20		2	23	86
Catholic		1		1	13		2	17	78
Chicago				1	7			8	25
Clarion					9		6	15	66
Columbia		1			19		1	21	72
Dalhousie					4			4	33
Drexel								23	73
Emporia					6		1	7	48
Florida State					20			20	87
Illinois			1		14		2	17	100
Indiana				2	40		6	48	159
Iowa					21			21	48
Kent State					16		1	17	117
Kentucky			1		22			23	71
Long Island					17		2	19	120
Louisiana					11			11	55
Maryland			1		20		1	22	124
McGill								9	64
Michigan			1		20		4	25	129
Missouri			1		10			11	50
Montreal								19	58
NC-Central							2	2	36
North Texas					17		1	18	61
Northern Illinois					1			1	39
Oklahoma						4		4	38
Pittsburgh			8		53			61	156
Pratt			2		4		1	7	43
Queens				1	3			4	21
Rhode Island					4			4	27
Rosary					11		1	12	53
Rutgers		1	2	1	20		1	25	128
Simmons				1	36		4	41	204
South Carolina					15			15	106
Southern Conn.					12			12	70
Southern Miss.					3		1	4	32
St. John's					6			6	30
Syracuse					9		2	11	48
Texas Women's				1	5			6	59
Toronto						20		20	74
UNC-Chapel Hill					19		1	20	63
UNC-Greensboro		1			2			3	34
UT-Austin			1		14			15	64
Washington					16		1	17	74
Wayne State					2			2	15

Western Ontario								37	149
WI-Madison					18		1	19	83
WI-Milwaukee					5		1	6	25

Table II-3-c-(3)
ALA Schools - Post-Master's Level
Degrees & Certificates Awarded 1987-88
by Sex and Ethnicity

					WOMEN			
	AJ	AP	B	H	W	NA	F	TOTAL
Alabama		1			3			4
Albany					1			1
Berkeley		1					1	2
Buffalo					4			4
Columbia					11			11
Drexel								1
Florida State					3			3
Illinois			1		2			3
Indiana		1			2		1	4
Kent State							1	1
Louisiana					1			1
North Texas					3			3
Oklahoma						1		1
Pittsburgh					3			3
Pratt								
Rutgers								
South Carolina					1			1
Southern Conn.			1		2			3
Syracuse					4		2	6
UNC-Greensboro					3			3
WI-Madison			1				1	2

					MEN				GRAND
	AJ	AP	B	H	W	NA	F	TOTAL	TOTAL
Alabama									4
Albany									1
Berkeley							1	1	3
Buffalo									4
Columbia					3			3	14
Drexel								0	1
Florida State			1	1				2	5
Illinois					1			1	4
Indiana									4
Kent State									1
Louisiana									1
North Texas									3
Oklahoma									1
Pittsburgh					1			1	4
Pratt							1	1	1
Rutgers					1			1	1
South Carolina									1
Southern Conn.					2			2	5
Syracuse					3		6	9	15
UNC-Greensboro									3
WI-Madison									2

Table II-3-c-(4)
ALA Schools - Doctoral Level
Degrees & Certificates Awarded 1987-88
by Sex and Ethnicity

					WOMEN			
	AJ	AP	B	H	W	NA	F	TOTAL
Berkeley					1			1
Chicago			1					1
Columbia					6			6
Drexel								1
Florida State			1		1			2
Illinois		0			3		1	4
Indiana					1			1

Michigan					1			1
North Texas					1		1	2
Pittsburgh		1	2		2			5
Rutgers					3			3
Simmons			1					1
Syracuse					1			1
Texas Woman's			2		4			6
Toronto								
UNC-Chapel Hill								
Western Ontario								
WI-Madison		1			2			3

					MEN				GRAND
	AJ	AP	B	H	W	NA	F	TOTAL	TOTAL
Berkeley									1
Chicago									1
Columbia					2			2	8
Drexel								1	2
Florida State		2			3			5	7
Illinois					1			1	5
Indiana									1
Michigan			1					1	2
North Texas					1			1	3
Pittsburgh			1		4			5	10
Rutgers			1		9			10	13
Simmons			1					1	2
Syracuse									1
Texas Woman's									6
Toronto						1		1	1
UNC-Chapel Hill					1			1	1
Western Ontario								1	1
WI-Madison					1		1	2	5

Table II-3-c-(5)
ALA Schools - All Levels
Degrees & Certificates Awarded 1987-88
by Sex and Ethnicity

					WOMEN			
	AJ	AP	B	H	W	NA	F	TOTAL
Alabama		2	2		33			37
Albany		3	1	2	64		2	72
Alberta								35
Arizona	1				66		3	70
Atlanta		2	17		2		1	22
Berkeley	1	2	4	1	52		4	64
Brigham Young		4			22		2	28
British Columbia								30
Buffalo		1	4		52		10	67
Catholic			2	1	58			61
Chicago			2		15		1	18
Clarion					51		3	54
Columbia			1		64		3	68
Dalhousie					29			29
Drexel								52
Emporia					41			41
Florida State		2	3	4	63			72
Illinois		2	1	2	77		8	90
Indiana		1		2	104		9	116
Iowa					25		2	27
Kent State			1		98		2	101
Kentucky				1	46		1	48
Long Island		3	2		94		2	101
Louisiana			1		42		2	45
Maryland		1	7	3	82		9	102
McGill								55
Michigan		2	4	1	93		5	105
Missouri		1			38			39
Montreal								94
NC-Central	4		11		19			34
North Texas		1	4	2	42		5	54

Northern Illinois		3	2		33			38
Oklahoma						35		35
Pittsburgh		10	8		121			139
Pratt			10	1	23		2	36
Queens		6	1		10			17
Rhode Island					23			23
Rosary			1		39		1	41
Rutgers		3	3		94		6	106
Simmons			1	3	151		9	164
South Carolina		1	6		82		3	92
Southern Conn.			1		63		1	65
Southern Miss.			2		29			31
St. John's		2	1		21			24
Syracuse					35		9	44
Texas Women's	1		5	3	55			64
Toronto						54		54
UNC-Chapel Hill			2		39		2	43
UNC-Greensboro			4		30			34
UT-Austin				1	44		4	49
Washington		1			52		4	57
Wayne State					13			13
Western Ontario								112
WI-Madison		1	1		57		10	69
WI-Milwaukee			1		18			19

					MEN				
	AJ	AP	B	H	W	NA	F	TOTAL	GRAND TOTAL
Alabama		1			6			7	44
Albany		2	1		14		3	20	92
Alberta								12	47
Arizona					17		3	20	90
Atlanta			2		4			6	28
Berkeley	1		1	2	27		1	32	96
Brigham Young		1			17			18	46
British Columbia								9	39
Buffalo			1		20		2	23	90
Catholic		1		1	13		2	17	78
Chicago				1	7			8	26
Clarion					11		6	17	71
Columbia		1			24		1	26	94
Dalhousie					4			4	33
Drexel								24	76
Emporia					6		1	7	48
Florida State		2	1	1	23			27	99
Illinois			1		16		2	19	109
Indiana				2	40		6	48	164
Iowa					21			21	48
Kent State					16		1	17	118
Kentucky			1		22			23	71
Long Island					17		2	19	120
Louisiana					11			11	56
Maryland			1		20		1	22	124
McGill								9	64
Michigan			2		20		4	26	131
Missouri			1		10			11	50
Montreal								29	123
NC-Central							2	2	36
North Texas					19		1	20	74
Northern Illinois					1			1	39
Oklahoma						4		4	39
Pittsburgh			9		105			114	253
Pratt			2		4		2	8	44
Queens				1	3			4	21
Rhode Island					4			4	27
Rosary					11		1	12	53
Rutgers		1	3	1	30		1	36	142
Simmons			1	1	36		4	42	206
South Carolina					15			15	107
Southern Conn.					15			15	80
Southern Miss.					4		1	5	36
St. John's					6			6	30

Syracuse				12		8	20	64
Texas Woman's			1	5			6	70
Toronto					21		21	75
UNC-Chapel Hill				20		1	21	64
UNC-Greensboro	1			2			3	37
UT-Austin		1		14			15	64
Washington				16		1	17	74
Wayne State				2			2	15
Western Ontario							38	150
WI-Madison				19		2	21	90
WI-Milwaukee				5		1	6	25

Table II-3-d-(1)
Non-ALA Schools - Bachelor's Level
Degrees & Certificates Awarded 1987-88
by Sex and Ethnicity

					WOMEN			
	AJ	AP	B	H	W	NA	F	TOTAL
Kutztown					6			6
Shippensburg					7			7

					MEN				GRAND
	AJ	AP	B	H	W	NA	F	TOTAL	TOTAL
Kutztown					1			1	7
Shippensburg									7

Table II-3-d-(2)
Non-ALA Schools - Master's Level
Degrees & Certificates Awarded 1987-88
by Sex and Ethnicity

					WOMEN			
	AJ	AP	B	H	W	NA	F	TOTAL
Chicago State			3	1	4			8
East Carolina			1		16			17
Kutztown					9			9
Mankato State								
Puerto Rico				27				27
Sam Houston State			1	1	26			28
Shippensburg					6			6
Villanova					10			10

					MEN				GRAND
	AJ	AP	B	H	W	NA	F	TOTAL	TOTAL
Chicago State									8
East Carolina					2			2	19
Kutztown									9
Mankato State									8
Puerto Rico				6				6	33
Sam Houston State					2			2	30
Shippensburg					1			1	7
Villanova			1		2			3	13

Table II-3-d-(3)
Non-ALA Schools - Post-Master's Level
Degrees & Certificates Awarded 1987-88
by Sex and Ethnicity

No post-masters degrees or certificates reported.

Table II-3-d-(4)
Non-ALA Schools - Doctoral Level
Degrees & Certificates Awarded 1987-88
by Sex and Ethnicity

No doctoral degrees or certificates reported.

Table II-3-d-(5)
Non-ALA Schools - All Levels
Degrees & Certificates Awarded 1987-88
by Sex and Ethnicity

					WOMEN			
	AJ	AP	B	H	W	NA	F	TOTAL
Chicago State			3	1	4			8
East Carolina			1		16			17
Kutztown					15			15
Mankato State								
Puerto Rico				27				27
Sam Houston State			1	1	26			28
Shippensburg					13			13
Villanova					10			10

					MEN				GRAND
	AJ	AP	B	H	W	NA	F	TOTAL	TOTAL
Chicago State									8
East Carolina					2			2	19
Kutztown					1			1	16
Mankato State									8
Puerto Rico				6				6	33
Sam Houston State					2			2	30
Shippensburg					1			1	14
Villanova			1		2			3	13

Table II-4. Enrollment, Fall 1988, by Sex and Ethnicity

Tables in this section profile students by sex and ethnicity. The data include citizens and permanent residents only. Definitions used in this section are based on the U.S. Department of Labor categories as defined in the previous section. Canadian schools were not asked to provide ethnicity information.

Notes on Table II-4

Alabama	Foreign students not included.
Columbia	10 number difference due to SPL students.
Dalhousie	Doctoral student is enrolled in an interdisciplinary Ph.D. programme. Total female masters students does not include 3 foreign students.
Indiana	Majority of undergraduates are taking a library skills course, so detailed information is unavailable. Other graduate students total is 89, ethnic origin is not available.
Pittsburgh	Data reflect totals for both the Information Science and Library Science programs. Foreign student are not included.
Syracuse	Data reflect totals for the LS, IRM, and CAS programs.
North Texas	Bachelors grand total enrollment includes library & information science majors only.
Long Island	Masters combines library science and information science. Total excludes "other grads." and "undergrads."

Table II-4-a
Summary - ALA Schools
Enrollment, Fall 1988, by Sex and Ethnicity

	N Sch					WOMEN			
	Rptg	AJ	AP	B	H	W	NA	F	TOTAL
Masters	56	14	125	285	74	6155	459	338	7935
Bachelors	11	1	3	23	5	198	88	4	322
Post-Masters	29	1	3	13	0	117	4	10	148
Doctoral	23	0	9	20	5	215	8	68	295
Total	56	16	140	341	84	6684	559	429	8698

	N Sch					MEN				GRAND
	Rptg	AJ	AP	B	H	W	NA	F	TOTAL	TOTAL
Masters	56	2	47	61	77	1609	98	140	2185	10022
Bachelors	11	0	8	11	4	211	29	8	271	593
Post-Masters	29	0	0	1	2	32	1	6	41	189
Doctoral	23	0	7	7	2	132	8	67	185	541
Total	56	2	62	80	85	1976	177	221	2625	11345

Table II-4-b
Summary - Non-ALA Schools
Enrollment, Fall 1988, by Sex and Ethnicity

	N Sch					WOMEN			
	Rptg	AJ	AP	B	H	W	NA	F	TOTAL
Bachelors	2	0	0	9	1	32	0	0	42
Masters	7	0	3	51	152	384	0	0	590
Post-Masters	0	0	0	0	0	0	0	0	0
Doctoral	0	0	0	0	0	0	0	0	0
Total	7	0	3	60	153	416	0	0	632

	N Sch					MEN				GRAND
	Rptg	AJ	AP	B	H	W	NA	F	TOTAL	TOTAL
Bachelors	2	0	0	0	0	7	0	0	7	49
Masters	7	0	2	3	35	34	0	1	75	665
Post-Masters	0	0	0	0	0	0	0	0	0	0
Doctoral	0	0	0	0	0	0	0	0	0	0
Total	7	0	2	3	35	41	0	1	82	714

Note: Because figures in this table are based on those supplied by the schools as reported in Table II-4-c-(1), caution should be used in working with these figures to compute percentages. In particular, note that Pittsburgh did not include foreign students in its total, there are small errors in the figures from southern Mississippi and Illinois, and some of the Canadian schools listed only a total without a corresponding listing in the NA column.

Table II-4-c-(1)
ALA Schools - Master's Level
Enrollment, Fall 1988, by Sex and Ethnicity

					WOMEN			
	AJ	AP	B	H	W	NA	F	TOTAL
Alabama			3		54			57
Albany		3	1		152		5	161
Alberta								58
Arizona	2		2	5	132	65	7	213
Atlanta			34		17		4	55
Berkeley	2	2	6	3	84		7	104
Brigham Young		5			62		2	69
British Columbia								75
Buffalo	1	1	4	1	160		25	192
Catholic		4	6	1	136		5	152
Chicago		1			14		2	17
Clarion			1		80		10	91
Columbia		4	3	3	107		8	125
Dalhousie		4	1		50			55
Drexel		3	12		77	57	4	153
Emporia			1		100		5	106
Florida State		1	5	2	72			80
Hawaii		16			22	1	7	46
Illinois		2	2	1	78		18	101
Indiana		1	5		262		16	282
Iowa					57		3	60
Kent State		3	6		226		4	239
Kentucky			1		124		1	126
Long Island	1	1	5		370		6	383
Louisiana		1	7		77		5	90
Maryland		9	9	1	250		19	288
McGill								90
Michigan		2	13	4	190	1	6	216
Missouri	1	2	1	2	83	2		91
Montreal							6	90
NC Central	3	2	24		74		3	106
North Texas			2	6	187	2	13	210
Northern Illinois		5		1	149			155
Oklahoma		2				148		150
Pittsburgh		14	10		198		18	222
Pratt		4	24	4	35		7	74
Queens		10	12	5	104	7	10	148
Rhode Island					90		1	91
Rosary			2	1	189			192
Rutgers		3	12	5	161		26	207
Simmons		3	6	4	321		10	344
South Carolina	1	2	24		203		5	235
Southern Conn.		1	3	1	175	7	11	198
Southern Miss.					57		3	64
St. John's		4	3	4	46	10		67
Syracuse		1		2	93		16	112
Texas Woman's			6	5	145		4	160
Toronto						153		153
UNC-Chapel Hill		2	3		101		4	110
UNC-Greensboro			4		115			119
UT-Austin		1	4	7	138		8	158
Washington	2	3			122			127
Wayne State			13	3	171	6	10	203
Western Ontario								194
WI-Madison	1	3			107		9	120
WI-Milwaukee			5	3	138		5	151

					MEN				GRAND
	AJ	AP	B	H	W	NA	F	TOTAL	TOTAL
Alapama					12			12	69
Albany					43		5	48	209
Alberta								20	78
Arizona		1			41	8		50	263
Atlanta			5		3		4	12	67
Berkeley		3	1	3	37		3	47	151

Brigham Young		1			37			38	107
British Columbia								15	90
Buffalo			2		36		3	41	233
Catholic		2	1	1	50		2	56	208
Chicago					15			15	32
Clarion			1		15		10	26	117
Columbia		2	3	3	47		5	60	185
Dalhousie					6			6	61
Drexel		3	4		41	9	4	61	214
Emporia					15		3	18	24
Florida State					30			30	110
Hawaii		6			8		3	17	63
Illinois			1	1	39		1	42	143
Indiana	1		1	2	66		10	80	364
Iowa					18			18	78
Kent State		1		1	53			55	294
Kentucky			1	43			1	45	171
Long Island				3	47		5	55	438
Louisiana			1		32		6	39	129
Maryland			3	3	62		2	70	358
McGill								28	118
Michigan		1	3	4	45		3	56	272
Missouri			1		29			30	121
Montreal							8	60	150
NC Central		1	3		10		1	15	121
North Texas			1		38		3	42	252
Northern Illinois				1	22			23	178
Oklahoma						29		29	179
Pittsburgh		11	4		132		16	137	359
Pratt		3	6	3	20		4	36	110
Queens		1	5		38		4	48	196
Rhode Island					14			14	105
Rosary	1				27			28	220
Rutgers		1	2	1	34		1	39	246
Simmons		2	1		65		3	71	415
South Carolina			2		26			28	263
Southern Conn.		1			29	3		33	231
Southern Miss.			1		13			14	78
St. John's		6		4	13	2		25	92
Syracuse					22		12	34	146
Texas Woman's			1		16			17	177
Toronto						47	2	49	202
UNC-Chapel Hill		1	1		34		2	38	148
UNC-Greensboro			1		22		1	24	143
UT-Austin				2	61		2	65	223
Washington					40			40	167
Wayne State			4		45		3	52	255
Western Ontario								62	256
WI-Madison				2	40		2	44	164
WI-Milwaukee			1		21		6	28	179

Table II-4-c-(2)
ALA Schools - Post-Master's Level
Enrollment, Fall 1988, by Sex and Ethnicity

					WOMEN			
	AJ	AP	B	H	W	NA	F	TOTAL
Alabama			1		2			3
Albany					4			4
Berkeley			1		3			4
Buffalo								
Catholic			1		4			5
Chicago								
Clarion					1			1
Columbia			1		15			16
Drexel		1			7		1	9
Florida State			3		5			8
Hawaii					3			3
Illinois		2			6		5	13
Indiana					2		1	3
Kent State					1		1	2

Long Island					2		1	3
Louisiana					3			3
North Texas			1		7			8
Oklahoma						2		2
Pittsburgh					16			16
Pratt			1		1			2
Rosary					2			2
South Carolina					8		1	9
Southern Conn.					8	2		10
St. John's					2			2
Texas Woman's	1							1
UNC-Greensboro			2		9			11
UT-Austin								
Wayne State			1		5			6
WI-Madison			1		1			2

					MEN				GRAND
	AJ	AP	B	H	W	NA	F	TOTAL	TOTAL
Alabama					1			1	4
Albany					1			1	5
Berkeley				1	2			3	7
Buffalo					1		1	2	2
Catholic					1			1	6
Chicago				1				1	1
Clarion									1
Columbia					5			5	21
Drexel					2			2	11
Florida State									8
Hawaii									3
Illinois					1			1	14
Indiana									3
Kent State					2		2	4	6
Long Island					1			1	4
Louisiana									3
North Texas					4			4	12
Oklahoma						1		1	3
Pittsburgh			1		3		1	4	20
Pratt							1	1	3
Rosary									2
South Carolina					1		1	2	11
Southern Conn.					4			4	14
St. John's									2
Texas Woman's									1
UNC-Greensboro					1			1	12
UT-Austin					1			1	1
Wayne State									6
WI-Madison					1			1	3

Table II-4-c-(3)
ALA Schools - Doctoral Level
Enrollment, Fall 1988, by Sex and Ethnicity

					WOMEN			
	AJ	AP	B	H	W	NA	F	TOTAL
Alabama					3			3
Berkeley					5		4	9
Chicago					2			2
Columbia					18		2	20
Dalhousie		1						1
Drexel		2			15		3	20
Florida State			1	2	9			12
Hawaii		1			2		2	5
Illinois			1		7		4	12
Indiana			1	1	21		10	
Maryland					11		5	16
Michigan			1		6		2	9
North Texas		1	3		11		2	17
Pittsburgh		3	5		14		4	22
Rutgers			5		30		9	44
Simmons				1	10		4	15
Syracuse					11		3	14

Texas Woman's			1	1	18		3	23
Toronto						8	2	10
UNC-Chapel Hill			1		5		2	8
UT-Austin			1		7		5	13
Western Ontario								7
WI-Madison		1			10		2	13

	AJ	AP	B	H	MEN W	NA	F	TOTAL	GRAND TOTAL
Alabama					3			3	6
Berkeley		1			15		3	19	28
Chicago					3			3	5
Columbia					7		1	8	28
Dalhousie									1
Drexel		1				7	1	9	29
Florida State				1	7			8	20
Hawaii					3		11	14	19
Illinois					3		3	6	18
Indiana			1		17		10		61
Maryland					1		2	3	19
Michigan					2		4	6	15
North Texas			1		3		3	7	24
Pittsburgh		3	4		16		12	23	45
Rutgers		2	1		22		6	31	75
Simmons					3			3	18
Syracuse					7		7	14	28
Texas Woman's				1	2		2	5	28
Toronto						1		1	11
UNC-Chapel Hill					11			11	19
UT-Austin					3			3	16
Western Ontario								2	9
WI-Madison					4		2	6	19

Table II-4-c-(4)
ALA Schools - Bachelor's Level
Enrollment, Fall 1988, by Sex and Ethnicity

	AJ	AP	B	H	WOMEN W	NA	F	TOTAL
Albany	1				5			6
Clarion					30		1	31
Drexel		3	12	1	19		1	36
Indiana					1	40		41
North Texas			1	1	12			14
Pittsburgh			3		62			65
Southern Conn.					15			15
Southern Miss.			2		11	48		61
Syracuse			2	1	18		1	22
Texas Woman's				1	22		1	24
Wayne State			3	1	3			7

	AJ	AP	B	H	MEN W	NA	F	TOTAL	GRAND TOTAL
Albany					2			2	8
Clarion					2			2	33
Drexel		6	6	2	56	6	5	81	117
Indiana					1	22		23	64
North Texas					3		2	5	19
Pittsburgh			3		101			104	169
Southern Conn.		1			1			2	17
Southern Miss.					4	1		5	66
Syracuse		1	2	2	40		1	46	68
Texas Woman's									24
Wayne State					1			1	8

Table II-4-d-(1)
Non-ALA Schools - Master's Level
Enrollment, Fall 1988, by Sex and Ethnicity

					WOMEN			
	AJ	AP	B	H	W	NA	F	TOTAL
Chicago State			23		18			41
East Carolina			4		46			50
Kutztown				1	80			81
Puerto Rico				114				114
Sam Houston		1	2	37	119			159
Shippensburg			19					19
Villanova		2	3		121			126

					MEN				GRAND
	AJ	AP	B	H	W	NA	F	TOTAL	TOTAL
Chicago State			1		8			9	50
East Carolina			2		4		1	7	57
Kutztown					10			10	91
Puerto Rico				34				34	148
Sam Houston				1	5			6	165
Shippensburg					3			3	22
Villanova		2			4			6	132

Table II-4-d-(4)
Non-ALA Schools - Bachelor's Level
Enrollment, Fall 1988, by Sex and Ethnicity

					WOMEN			
	AJ	AP	B	H	W	NA	F	TOTAL
Kutztown			1	1	32			34
Shippensburg			8					8

					MEN				GRAND
	AJ	AP	B	H	W	NA	F	TOTAL	TOTAL
Kutztown					7			7	41
Shippensburg									8

Table II-5. In-State/Province and Out-of-State/Province Students Fall 1988, Including Foreign Students

The following is a summary of the in-state/province and out-of-state/province enrollment for ALA and non-ALA schools. A breakdown by level and schools follows the summary.

Notes on Table II-5

Arizona	Table 5 reflects data for students admitted to the program (190). Table 1 reflects data for all students enrolled.
Dalhousie	Doctoral student is enrolled in an interdisciplinary Ph.D. programme.
Indiana	Majority of undergraduates are taking a library skills course, so detailed information is unavailable. Other graduate Students total is 89, ethnic origin is not available.
Iowa	Table 1 includes 3 foreign students.
Long Island	Variance between table 1 and 5: other graduates excluded.
Missouri	Number of extension student is unknown.
Pittsburgh	Masters student figures include masters, post-masters, and doctoral students.
Queens	Variance between table 1 and 5: Foreign students and non-matriculated students not listed. Seven students information not available.
Rosary	Variance between table 1 and 5: 16 student enrolled as "other grads" in table 1.
Washington	Variance between table 1 and 5: 12 other graduate students enrolled in selected 500-level courses.

Table II-5-Summary
ALA Schools
In-State/Province & Out-of-State/Province Students, Fall 1988

	N Sch Rptg	In-State Province	Out-State Province	Total
Bachelor	10	322	20	342
Masters	52	7458	1871	9333
Post-Masters	26	114	46	157
Doctoral	20	328	233	561
Total	52	8125	2124	10261

Table II-5-Summary
Non-ALA Schools
In-State/Province & Out-of-State/Province Students, Fall 1988

	N Sch Rptg	In-State Province	Out-State Province	Total
Bachelors	0	0	0	0
Masters	5	552	1	553
Post-Masters	0	0	0	0
Doctoral	0	0	0	0
Total	5	552	1	553

Table II-5-a-(1)
ALA Schools - Master's Level
In-State/Province & Out-of-State/Province Students, Fall 1988

	In-State Province	Out-State Province	Total
Alabama	56	16	72
Albany	177	32	209
Alberta	65	15	80
Arizona	162	28	190
Atlanta	49	18	67
Berkeley	132	19	151
Brigham Young	48	59	107

British Columbia	75	15	90
Buffalo	202	31	233
Catholic	41	167	208
Chicago	19	13	32
Clarion	84	33	117
Columbia	104	81	185
Dalhousie	35	29	64
Emporia	99	19	120
Florida State	110	5	115
Hawaii	37	26	63
Illinois	87	56	143
Indiana	277	87	364
Iowa	58	17	75
Kent State	286	8	294
Kentucky	111	60	171
Long Island	412	8	420
Louisiana	96	33	129
Maryland	216	142	358
McGill	78	40	118
Michigan	202	71	273
Missouri	101	25	126
Montreal	136	14	150
NC-Central	114	7	121
North Texas	228	24	252
Northern Illinois	174	4	178
Pittsburgh	339	96	435
Pratt	90	20	110
Queens	188	1	189
Rhode Island	87	18	105
Rosary	222	8	230
Rutgers	229	17	246
Simmons	312	103	415
South Carolina	207	56	263
Southern Conn.	214	17	231
Southern Miss.	59	19	78
St. John's	90		92
Texas Woman's	163	14	177
Toronto	181	21	202
UNC-Chapel Hill	87	61	148
UNC-Greensboro	139	4	143
UT-Austin	172	51	223
Washington	120	53	173
Wayne State	241	14	255
WI-Madison	107	57	164
WI-Milwaukee	140	39	179
	7458	1871	9333

Table II-5-a-(2)
ALA Schools - Post-Master's Level
In-State/Province & Out-of-State/Province
Students, Fall 1988

	In-State Province	Out-State Province	Total
Alabama	4	2	6
Albany	4	1	5
Berkeley	5	2	7
Buffalo	1	1	2
Catholic	3	3	6
Chicago		1	1
Clarion	1	1	1
Columbia	9	12	21
Florida State	8		8
Hawaii	2	1	3
Illinois	8	6	14
Indiana	3		3
Kent State	3	3	6
Long Island	4		4
Louisiana	1	2	3

North Texas	11	1	12
Pratt	2	1	3
Rosary	2		2
South Carolina	6	5	11
Southern Conn.	14		14
St. John's	2	2	2
Texas Woman's		1	1
UNC-Greensboro	12		12
UT-Austin	1		1
Wayne State	6		6
WI-Madison	2	1	3
	114	46	157

Table II-5-a-(3)
ALA Schools - Doctoral Level
In-State/Province & Out-of-State/Province
Students, Fall 1988

	In-State Province	Out-State Province	Total
Alabama	4	2	6
Berkeley	18	10	28
Chicago	4	1	5
Columbia	13	15	28
Dalhousie	1		1
Florida State	20		20
Hawaii	5	14	19
Illinois	7	11	18
Indiana	21	40	61
Louisiana	97	35	132
Maryland	7	12	19
Michigan	7	7	14
North Texas	17	7	24
Rutgers	44	31	75
Simmons	8	10	18
Texas Woman's	13	15	28
Toronto	9	2	11
UNC-Chapel Hill	13	6	19
UT-Austin	9	7	16
WI-Madison	11	8	19
	328	233	561

Table II-5-a-(4)
ALA Schools - Bachelor's Level
In-State/Province & Out-of-State/Province
Students, Fall 1988

	In-State Province	Out-State Province	Total
Albany	8		8
Clarion	26	7	33
Indiana	2		2
Long Island	1		1
North Texas	16	3	19
Pittsburgh	157	7	164
Southern Conn.	15	2	17
Southern Miss.	66		66
Texas Woman's	23	1	24
Wayne State	8		8
	322	20	342

Table II-5-a-(5)
ALA Schools - All Levels
In-State/Province & Out-of-State/Province
Students, Fall 1988

	In-State Province	Out-State Province	Total
Alabama	64	20	84
Albany	189	33	222
Alberta	65	15	80
Arizona	162	28	190
Atlanta	49	18	67
Berkeley	155	31	186
Brigham Young	48	59	107
British Columbia	75	15	90
Buffalo	203	32	235
Catholic	44	170	214
Chicago	23	15	38
Clarion	111	40	151
Columbia	126	108	234
Dalhousie	36	29	65
Emporia	99	19	120
Florida State	138	5	143
Hawaii	44	41	85
Illinois	102	73	175
Indiana	303	127	430
Iowa	58	17	75
Kent State	289	1	300
Kentucky	111	60	171
Long Island	417	8	425
Louisiana	97	35	132
Maryland	223	154	377
McGill	78	40	118
Michigan	209	78	287
Missouri	101	25	126
Montreal	136	14	150
NC-Central	114	7	121
North Texas	272	35	307
Northern Illinois	174	4	178
Pittsburgh	496	103	599
Pratt	92	21	113
Queens	188	1	189
Rhode Island	87	18	105
Rosary	224	8	232
Rutgers	273	48	321
Simmons	320	113	433
South Carolina	213	61	274
Southern Conn.	243	19	262
Southern Miss.	125	19	144
St. John's	92	2	94
Texas Woman's	199	31	230
Toronto	190	23	213
UNC-Chapel Hill	100	67	167
UNC-Greensboro	151	4	155
UT-Austin	182	58	240
Washington	120	53	173
Wayne State	255	14	269
WI-Madison	120	66	186
WI-Milwaukee	140	39	179
	8125	2124	10261

Table II-5-b-(1)
Non-ALA Schools - Master's Level
In-State/Province & Out-of-State/Province
Students, Fall 1988

	In-State Province	Out-State Province	Total
Chicago State	50		50
East Carolina	57		57

Puerto Rico	148	1	149
Sam Houston	165		165
Villanova	132		132
	552	1	553

Table II-5-b-(5)
Non-ALA Schools - All Levels
In-State/Province & Out-of-State/Province
Students, Fall 1988

	In-State Province	Out-State Province	Total
Chicago State	50		50
East Carolina	57		57
Puerto Rico	148	1	149
Sam Houston	165		165
Villanova	132		132
	552	1	553

Table II-6. Foreign Student Enrollment, Fall 1988

Foreign students enrolled in various levels of both ALA and non-ALA accredited schools are reported below.

Notes on Table II-6

Long Island	Masters degree values combine library science and information science.Missouri between table 6 and table 4: 121 citizens, 5 foreign students.
Rosary	Variance between table 6 and table 4: values for table 6 represent student who maintain citizenship outside the U.S.
Syracuse	Masters degree values include the LS, IRM, and CAS programs.
Washington	Variance between table 6 and table 4: 12 other graduate students enrolled in selected 500-level courses.

Table II-6-Summary
ALA Schools
Foreign Student Enrollment, Fall 1988

	N Sch Rptg	Women	Men	Total
Bachelor	4	3	8	11
Masters	55	384	155	539
Post-Masters	10	11	6	17
Doctoral	20	94	75	169
Total	55	491	245	736

Table II-6-Summary
Non-ALA Schools
Foreign Student Enrollment, Fall 1988

	N Sch Rptg	F	M	Total
Masters	3	2	1	3
Post-Masters	3	0	0	0
Total	3	2	1	3

Table II-6-c-(1)
ALA Schools - Master's Level
Foreign Student Enrollment, Fall 1988

	Women	Men	Total
Alabama	3		3
Albany	5	5	10
Alberta	2		2
Arizona	7		7
Atlanta	4	4	8
Berkeley	7	3	10
Brigham Young	7	1	8
British Columbia	1		1
Buffalo	25	3	28
Catholic	5	2	7
Chicago	2		2
Clarion	10	10	20
Columbia	8	5	13
Dalhousie	3		3
Drexel	4	4	8
Emporia	5	3	8
Hawaii	7	3	10
Illinois	18	1	19
Indiana	16	10	26
Iowa	3		3
Kent State	4		4
Kentucky	1	1	2
Long Island	6	5	11

Louisiana	5	6	11
Maryland	19	2	21
McGill	1	1	2
Michigan	6	3	9
Missouri	4	1	5
Montreal	6	8	14
NC-Central	3	1	4
North Texas	13	3	16
Northern Illinois	4		4
Oklahoma	2	2	4
Pittsburgh	18	16	34
Pratt	7	4	11
Queens	9	7	16
Rhode Island	1		1
Rosary	8	2	10
Rutgers	26	1	27
Simmons	10	3	13
South Carolina	5		5
Southern Conn.	11		11
Southern Miss.	3		3
St. Johns	4	2	6
Syracuse	16	12	28
Texas Womans	4		4
Toronto		2	2
UNC-Chapel Hill	4	2	6
UNC-Greensboro		1	1
UT-Austin	8	2	10
Washington	6		6
Wayne State	10	3	13
Western Ontario	4	3	7
WI-Madison	9	2	11
WI-Milwaukee	5	6	11
Total	384	155	539

Table II-6-c-(2)
ALA Schools - Post-Master's Level
Foreign Student Enrollment, Fall 1988

	Women	Men	Total
Alabama	1		1
Buffalo		1	1
Drexel	1		1
Illinois	5		5
Indiana	1		1
Kent State	1	2	3
Long Island	1		1
Pittsburgh		1	1
Pratt		1	1
South Carolina	1	1	2
Total	11	6	17

Table II-6-c-(3)
ALA Schools - Doctoral Level
Foreign Student Enrollment, Fall 1988

	Women	Men	Total
Berkeley	4	3	7
Buffalo	25	4	29
Columbia	2	1	3
Drexel	3	1	4
Hawaii	2	12	14
Illinois	4	3	7
Indiana	10	10	20
Maryland	5	2	7
Michigan	2	4	6
North Texas	2	3	5
Pittsburgh	4	12	16

Rutgers	9	6	15
Simmons	4		4
Syracuse	3	7	10
Texas Womans	3	2	5
Toronto	2		2
UNC-Chapel Hill	2		2
UT-Austin	5		5
Western Ontario	1	3	4
WI-Madison	2	2	4
Total	94	75	169

Table II-6-c-(4)
ALA Schools - Bachelor's Level
Foreign Student Enrollment, Fall 1988

	Women	Men	Total
Drexel	1	5	6
North Texas		2	2
Syracuse	1	1	2
Texas Womans	1		1
Total	3	8	11

Table II-6-c-(5)
ALA Schools - All Levels
Foreign Student Enrollment, Fall 1988

	Women	Men	Total
Alabama	4		4
Albany	5	5	10
Alberta	2		2
Arizona	7		7
Atlanta	4	4	8
Berkeley	11	6	17
Brigham Young	7	1	8
British Columbia	1		1
Buffalo	50	8	58
Catholic	5	2	7
Chicago	2		2
Clarion	10	10	20
Columbia	10	6	16
Dalhousie	3		3
Drexel	9	10	19
Emporia	5	3	8
Hawaii	9	15	24
Illinois	27	4	31
Indiana	27	20	47
Iowa	3		3
Kent State	5	2	7
Kentucky	1	1	2
Long Island	7	5	12
Louisiana	5	6	11
Maryland	24	4	28
McGill	1	1	2
Michigan	8	7	15
Missouri	4	1	5
Montreal	6	8	14
NC-Central	3	1	4
North Texas	15	8	23
Northern Illinois	4		4
Oklahoma	2	2	4
Pittsburgh	21	30	51
Pratt	7	5	12
Queens	9	7	16
Rhode Island	1		1
Rosary	8	2	10
Rutgers	35	7	42
Simmons	14	3	17

South Carolina	6	1	7
Southern Conn.	11		11
Southern Miss.	3		3
St. Johns	4	2	6
Syracuse	20	20	40
Texas Womans	8	2	10
Toronto	2	2	4
UNC-Chapel Hill	6	2	8
UNC-Greensboro		1	1
UT-Austin	13	2	15
Washington	6		6
Wayne State	10	3	13
Western Ontario	5	6	11
WI-Madison	11	4	15
WI-Milwaukee	5	6	11
Total	491	245	736

Table II-7. Foreign Student Enrollment by Country of Origin, Fall 1988

Two tables report on the country of origin for ALA schools and for non-ALA schools, respectively. To conserve space for the ALA table, the following abbreviations were necessary: B=Bachelors, M=Masters, P-M=Post-Masters, and D=Doctoral.

Notes on Table II-7

Long Island	Totals for masters combines information science and library science.
Pittsburgh	Totals for bachelors, masters, post-masters, and doctoral programs are a total of foreign students in the IS and LS programs.

Table II-7
ALA Schools - Foreign Student Enrollment
Fall, 1988

Country	B U.S.	B Canada	M U.S.	M Canada	P-M U.S.	P-M Canada	D U.S.	D Canada	Total
Afghanistan			1						1
Africa			1				1		2
Algeria							1		1
Argentina			2				1		3
Australia							1		1
Austria			1						1
Bangladesh			1						1
Barbados					1				1
Bermuda	1			1					2
Brazil			4		2		3		9
Burma			2						2
Burundi			1						1
Cameroon							2		2
Canada			17				1		18
Colombia			2		1				3
Congo			1						1
Costa Rica			2						2
Denmark					1				1
Dominican Republic					1				1
Ecuador			1						1
Egypt			1						1
England			9				1		10
Ethiopia							2		2
Fiji			1				1		2
Finland			1						1
France			1						1
Ghana			3				1		4
Greece			2				1		3
Guatemala			1				1		2
Guyana			1						1
Hong Kong	1		19	1			1		22
Hungary			1	1	1				3
Iceland			1						1
India			25		1		3		29
Indonesia			7				4		11
Iran	1		9				1		11
Ireland			1				1		2
Israel	1		1				2		4
Italy			1						1
Jamaica			8						8
Japan			12				1		13
Jordan			2		1		2		5
Kenya	2		1				2		5
Korea	1		45		3		19		68
Kuwait			3		1		1		5
Lebanon			2				1		3
Lesotho			1						1
Libya			1						1

Malaysia	1		3		2		1		7
Mexico			2				2		4
Morocco			7						7
Namibia			1						1
Netherlands	1		1						2
New Zealand			2	1					3
Nigeria			4		1		2	2	9
Pakistan				1					1
Peru			1						1
Philippines			4				1		5
Poland			6		2				8
P.R.C.			80	4	7		31	2	124
Romania			2						2
R.O.C.			135		5		16		156
Saudi Arabia			11				13		24
Singapore	1		3	1	1				6
Somalia			1						1
South Africa			5				1		6
Soviet Union			1						1
Spain			3						3
St. Maarten			1						1
Sudan			1						1
Tanzania							1		1
Thailand			5				5		10
Trinidad			2	1			1		4
Turkey			1				2		3
U. Arab Rep.					1				1
U.S.A.				2					2
Venezuela	1		1				1		3
Viet Nam	1								1
West Indies				2					2
W. Germany	1		5				2		8
Yugoslavia			1				1		2
Zambia							3		3
	13	0	485	15	32	0	138	4	687

Table II-7
Non-ALA Schools - Foreign Student Enrollment
Fall, 1988

Country	Bachelor Non-ALA	Masters Non-ALA	Post-Masters Non-ALA	Doctoral Non-ALA	Total
Dominican Republic		1			1
Iran		1			1
Sri Lanka		1			1
	0	3	0	0	3

Table II-8. Student Enrollment by Age and Sex

Table II-8-a
ALA Schools - Summary
Student Enrollment by Age and Sex
(As of January 1989)

Female

N Sch Rptg		20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +	na	Total
6	Bachelor	44	6	4	9	3	1	2	1	1	71
47	Masters	640	1166	1101	1188	1063	536	265	129	433	6715
16	Post-Masters	2	9	18	21	26	10	4	1	9	100
18	Doctoral	2	19	46	56	69	39	9	12	2	262

Male

N Sch Rptg		20-24	25-29	30-34	35-39	40-44	45-49	50-54	55 +	na	Total
6	Bachelor	20	3	2	0	1	0	0	0	1	26
47	Masters	142	408	392	314	196	80	29	18	64	1709
16	Post-Masters	0	4	6	7	9	2	1	0	3	36
18	Doctoral	3	27	42	41	28	15	8	5	2	176

Table II-8-b
Non-ALA Schools - Summary
Student Enrollment by Age and Sex
(As of January 1989)

Female

	N Sch Rptg	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55+	na	Total
Masters	4	11	38	43	50	50	23	7	9	50	281

Male

	N Sch Rptg	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55+	na	Total
Masters	4	5	9	14	8	2	2	1	0	7	49

Table II-9. Students by Sex & Highest Degree Held

Information not requested for this survey.

Table II-10. Students by Undergraduate Major, Sex, and Program Level

Information not requested for this survey.

Table II-11. Scholarship Aid Awarded

Schools were asked to report the amount of scholarship aid awarded. Amounts reflect awards for the most recently completed fiscal year. Awards administered directly through the school of library and information science, federal awards, awards made through parent institutions, and awards made through the school by from nonfederal sources. Excluded are awards made directly to students from outside sources and work/study awards.

Table II-11-a-(1)
ALA Schools - Master's Level
Scholarship Aid Awarded by Amount and Sex

	N Females	Amount	N Males	Amount	N Total	Amount Total
Alabama	3	16000	2	8750	5	24750
Albany	1	9100	2	18200	3	27300
Alberta	4	26950	2	16700	6	43650
Arizona	11	21982	4	6097	15	28079
Atlanta	30	60390	6	16610	36	80000
Berkeley	15	68406	1	15051	16	83457
Brigham Young	55	14750	33	10460	88	25210
British Columbia					55	142268
Buffalo	3	22500			3	22500
Buffalo	16	134600	5	37000	21	171600
Catholic	10	44802	2	12810	12	57612
Chicago	12	67300	9	29800	21	97100
Columbia	22	245916	6	62999	28	308915
Dalhousie	15	26775	2	3570	17	30345
Drexel	5	13736	2	9379	7	23565
Emporia	12	3676	7	3101	19	6777
Florida State	13	25289	2	4233	15	29522
Hawaii	27	82800	11	65750	38	148550
Illinois	8	32520	1	9065	9	41585
Indiana	91	168202	21	30151	12	198354
Iowa	18	8376	16	11614	34	19990
Kent State	1	3000	1	8000	2	11000
Kentucky	5	17315	1	2000	6	19315
Long Island	2	1464	1	732	3	2196
Louisiana	3	2300	2	1150	5	3450
McGill	5	7750	5	13900	10	21650
Michigan	45	207150	20	167354	65	374504
Missouri	3	13100	5	14523		27623
NC-Central	3	11433	2	6500	5	17933
North Texas	1	1532	1	4020	2	5552
Oklahoma	7	2519	1	445	8	2964
Pittsburgh	66	204800	86	277970	152	482770
Pratt	7	14400	3	2700	10	17100
Queens	1	10800			1	10800
Rhode Island	5	2050			5	2050
Rosary	23	27441	5	4050	28	31491
Rutgers	7	9055	1	4370	8	13425
South Carolina	1	500	1	1500	2	2000
Southern Conn.			2	1000	2	1000
Southern Miss.	2	3000	1	500	3	3500
St. John's			1	4557	1	4557
Syracuse	22	131012	10	80100	32	211112
Texas Woman's	46	22704	6	2656	52	25360
Toronto	36	148055	16	90558	52	238613
UNC-Chapel Hill	8	25649	5	8992	13	34641
UNC-Greensboro	1	2500			1	2500
UT-Austin	32	8866	15	7164	47	16030
Washington	20	37926	8	18828	28	56754
Wayne State	20	71419	6	22105	26	93524
Western Ontario	24	69937	7	37540	31	107477
WI-Madison	9	4650	2	12551	11	17201
WI-Milwaukee	8	34724			8	34724

Table II-11-a-(2)
ALA Schools - Post-Master's Level
Scholarship Aid Awarded by Amount and Sex

	N Female	Amount	N Male	Amount	N Total	Amount Total
Buffalo	1	10000			1	10000
Columbia	5	52596	1	17940	6	70536
Illinois			1	1286	1	1286
Indiana	1	6384			1	6384
Kent State	2	4383			2	4383
South Carolina			1	1500	1	1500
UT-Austin	1	200			1	200
WI-Madison	2	9000			2	9000

Table II-11-a-(3)
ALA Schools - Doctoral Level
Scholarship Aid Awarded by Amount and Sex

	N Female	Amount	N Male	Amount	N Total	Amount Total
Berkeley	5	15360	3	18000	8	33360
Buffalo	4	32500			4	32500
Chicago	2	6375	3	11150	5	17525
Columbia	1	1194			1	1194
Florida State	3	6439	2	10119	5	16558
Hawaii	6	4550	5	27000	11	31550
Illinois	6	29961	2	12130	8	42091
Indiana	4	21908	4	15232	8	37140
Maryland	1				1	
Michigan	2	4000	3	6000	5	10000
North Texas	2	10346	1	175	3	10521
Pittsburgh	28	170000	12	82000	40	252
Rutgers	2	17000	1	10000	3	27000
Syracuse	5	18500	10	70700	15	89200
Texas Woman's	52	24512	11	7552	63	32064
Toronto	6	47910			6	47910
UNC-Chapel Hill			2	4000	2	4000
Western Ontario	3	18050	5	71878	8	89928
WI-Madison	3	2323460			3	23460

Table II-11-a-(4)
ALA Schools - Bachelor's Level
Scholarship Aid Awarded by Amount and Sex

	N Female	Amount	N Male	Amount	N Total	Amount Total
Clarion	2	610			2	610
Maryland	53	115329	6	20948	59	136277
Texas Woman's	5	5072			5	5072

Table II-11-a-(5)
ALA Schools - All Levels
Scholarship Aid Awarded by Amount and Sex

	N Female	Amount	N Male	Amount	N Total	Amount Total
Alabama	3	16000	2	8750	5	24750
Albany	1	9100	2	182000	3	27300
Alberta	4	26950	2	16700	6	43650
Arizona	1	21982	4	6097	15	28079
Atlanta	30	60390	6	16610	36	80000
Berkeley	20	83766	4	33051	24	116818
Brigham Young	55	14750	33	10460	88	25210
British Columbia						142268
Buffalo	16	134600	5	37000	21	171600
Catholic	10	44802	2	12810	12	57612
Chicago	14	73675	12	40950	26	114625

Clarion	2	610			2	610
Columbia	28	299706	7	80939	35	380645
Dalhousie	15	26775	2	3570	17	30345
Drexel	5	13736	2	9379	7	23565
Emporia	12	3676	7	3101	19	6777
Florida State	16	31728	4	14352	20	46080
Hawaii	33	87350	16	92750	49	180100
Illinois	14	62481	4	22481	18	84962
Indiana	96	196495	25	45383	21	241878
Iowa	18	8376	16	11614	34	19990
Kent State	3	7383	1	8000	4	15383
Kentucky	5	17315	1	2000	6	19315
Long Island	2	1464	1	732	3	2196
Louisiana	3	2300	2	1150	5	3450
Maryland	54	115329	6	20948	60	136277
McGill	5	7750	5	13900	10	21650
Michigan	47	211150	23	173354	70	384504
Missouri	3	13100	5	14523		27623
NC-Central	3	11433	2	6500	5	17933
North Texas	3	11878	2	4195	5	16073
Oklahoma	7	2519	1	445	8	2964
Pratt	7	14400	3	2700	10	17100
Queens	1	10800			1	10800
Rhode Island	5	2050			5	2050
Rosary	23	27441	5	4050	28	31491
Rutgers	9	26055	2	14370	11	40425
South Carolina	1	500	2	3000	3	33500
Southern Conn.			2	1000	2	1000
Southern Miss.	2	3000	1	500	3	3500
St. John's			1	4557	1	4557
Syracuse	36	191212	25	188100	60	379312
Texas Woman's	103	52288	17	10208	120	62496
Toronto	42	195965	16	90558	58	286523
UNC-Chapel Hill	8	25649	7	12992	15	38641
UNC-Greensboro	1	2500			1	2500
UT-Austin	4	850	4	850	8	1700
Washington	20	37926	8	18828	28	56754
Wayne State	20	71419	6	22105	26	93524
Western Ontario	27	87987	12	109418	39	197405
WI-Madison	14	37110	2	12551	16	49661
WI-Milwaukee	8	34724			8	34724

Table II-11-b-(1-5)
Non-ALA Schools - All Levels
Scholarship Aid Awarded by Amount and Sex

No awards reported.

Table II-12. Assistantships Awarded

Each school was asked to report on assistantships awarded in the most recently completed fiscal year. Average number of hours was also requested if applicable.

Notes on Table II-12
ALA Schools

Alberta	Hours of Work: 3 hours per week for 26 weeks.
Catholic	Hours of Work: 20-37.5 (GLP included).
Dalhousie	Hours of Work: 6 hours/week for 1 term only.
Illinois	Amounts awarded includes value of tuition and fee waivers which accompany assistantships.
Indiana	Data for table includes only stipends for 11 HRL GA's, 10 SLIS GA's, and 9 Summer GA's.
Michigan	Data reflects Fall, 1988 assistantships amounts only. Amounts awarded represent average amount of award.
Pittsburgh	Data reflect totals for Information Science and the Library Science programs.
Rhode Island	Hours of Work: 1 male is 20 hours per week at $3100.
WI-Madison	Hours of Work: 2 TA's at 13.3 hrs/week, 2 PA's at 20 hrs/week, 2 hourly readers at 10 hrs/week, 2 TA's at 13.3 hrs/week, 2 PA's at 20 hrs/week.

Notes on Table II-12
Non-ALA Schools

Kutztown	Total amounts awarded do not reflect tuition remission granted in addition to the award.

Table II-12-a-(1)
ALA Schools - Master's Level
Assistantships Awarded

	Number		Amount		Avg. Hrs.
	F	M	F	M	Per Week
Alabama	16	4	48000	12000	10
Albany	21	8	121250	67300	15-20
Alberta	4	4	7572	7894	3
Arizona	7	2	29431	4966	10
Atlanta	5	2	21060	9720	15
Berkeley	13	5	32117	7745	10
Brigham Young	6	1	8750	1500	149
Catholic	12	0	0	0	20-37.5
Clarion	14	9	0	0	10
Dalhousie	15	2	26775	3570	6
Drexel	10	4	20680	8272	
Emporia	10	6	22768	19668	20
Florida State	15	11	17949	12054	12
Illinois	53	24	367266	197997	15
Indiana	26	3	64072	7025	14
Iowa	6	1	25800	4300	12
Kent State	9	5	47289	29736	20
Kentucky	16	12	87014	46628	15
Long Island	3	1	5124	732	48
Louisiana	26	25	71562	67680	10-20
Maryland	15	4	182790	40104	20
McGill	7	0	7000	0	10
Michigan	17	11	4595	4632	20
Missouri	6	3	3600	2100	20
NC-Central	1	2	2000	4000	10
North Texas	4	1	6250	1250	15
Northern Illinois	2	2	7200	7200	20
Oklahoma	7	1	1208	738	11
Pittsburgh	30	18	145095	85795	20
Pratt	1	2	975	1950	8
Rhode Island	5	2	7750	4650	10
Rosary	2	1	1920	1440	10
Rutgers	2	0	12985	0	15
South Carolina	18	8	34100	11952	10

Southern Conn.	4	2	7200	3600	15
Southern Miss.	12	4	30000	9000	18
St. John's	7	4	52484	38464	15
Syracuse	11	7	142302	90558	20
Texas Womans	9	1	26967	500	20
Toronto	3	0	6015	0	52
UNC-Chapel Hill	48	18	239755	98224	18
UNC-Greensboro	5	0	6475	0	20
UT-Austin	5	8	9262	15848	20
Washington	1	0	3177	0	20
Wayne State	3	0	11058	0	20
Western Ontario	18	8	29659	10601	5
WI-Madison	1	1	1085	521	10
WI-Milwaukee	2	1	9083	6837	10
TOTAL	533	238	2016469	948691	
AVERAGE	11.10	4.96	42009.77	19764.40	
SD	10.85	5.92	69346.72	36158.73	
MIN	1	0	0	0	
MAX	53	25	367266	197997	

Table II-12-a-(2)
ALA Schools - Post-Master's Level
Assistantships Awarded

	Number		Amount		Avg. Hrs.
	F	M	F	M	per Week
Alabama	1	2	3000	6000	
Berkeley	0	1	0	6696	20
Illinois	3	1	20095	9865	15
Indiana	1	0	3095	0	
South Carolina	0	1	0	4250	15
TOTAL	5	5	26190	26811	
MIN	0	0	0	0	
MAX	3	2	20095	9865	

Table II-12-a-(3)
ALA Schools - Doctoral Level
Assistantships Awarded

	Number		Amount		Avg. Hrs.
	F	M	F	M	per Week
Alabama	2	0	6000	0	
Berkeley	6	4	10715	9092	8
Columbia	3	1	49320	16440	15
Drexel	3	2	6204	4136	
Florida State	0	3	3024	3042	11
Hawaii	0	1	0	7714	20
Illinois	6	3	47261	19195	15
Maryland	4	3	30370	22860	15.7
Michigan	1	2	1408	2203	13
North Texas	2	1	3250	1625	10
Pittsburgh	6	7	31000	36000	20
Rutgers	7	7	60734	61334	15
Syracuse	1	1	12936	12936	20
Texas Womans	7	1	15613	8934	20
Toronto	4	0	3328	0	36
UNC-Chapel Hill	1	1	4000	4815	15
UT-Austin	4	1	10691	1927	20
Western Ontario	4	3	12857	21380	10
WI-Madison	3	1	28297	10328	15.32
TOTAL	64	42	337008	243961	
AVERAGE	3.37	2.21	17737.26	12840.05	
SD	2.21	1.96	17755.52	14690.74	
MIN	0	0	0	0	
MAX	7	7	60734	61334	

Table II-12-a-(4)
ALA Schools - Bachelor's Level
Assistantships Awarded

No assistantships reported.

Table II-12-a-(5)
ALA Schools - All Levels
Assistantships Awarded

	Number		Amount	
	F	M	F	M
Alabama	19	6	57000	18000
Albany	21	8	121250	67300
Alberta	4	4	7572	7894
Arizona	7	2	29431	4906
Atlanta	5	2	21060	9720
Berkeley	19	10	42832	23533
Brigham Young	6	1	8750	1500
Catholic	12	0	0	0
Clarion	14	9	0	0
Columbia	3	1	49320	16440
Dalhousie	15	2	26775	3570
Drexel	13	6	26884	12408
Emporia	10	6	22768	19668
Florida State	15	14	17949	15096
Hawaii	0	1	0	7714
Illinois	62	28	434622	227057
Indiana	27	3	67167	7025
Iowa	6	1	25800	4300
Kent State	9	5	47289	29736
Kentucky	16	12	87014	46628
Long Island	3	1	5124	732
Louisiana	26	25	71562	67680
Maryland	19	7	213160	62964
McGill	7	0	7000	0
Michigan	18	13	6003	6835
Missouri	6	3	3600	2100
NC-Central	1	2	2000	4000
North Texas	6	2	9500	2875
Northern Illinois	2	2	7200	7200
Oklahoma	7	1	1208	738
Pittsburgh	36	25	176095	121795
Pratt	1	2	975	1950
Rhode Island	5	2	7750	4650
Rosary	2	1	1920	1440
Rutgers	9	7	73719	61334
South Carolina	18	9	34100	16202
Southern Conn.	4	2	7200	3600
Southern Miss.	12	4	30000	9000
St. John's	7	4	52484	38464
Syracuse	12	8	155238	103494
Texas Womans	16	2	42580	9434
Toronto	7	3328	6015	0
UNC-Chapel Hill	49	19	243755	103039
UNC-Greensboro	5	0	6475	0
UT-Austin	9	9	19953	17775
Washington	1	0	3177	0
Wayne State	3	0	11058	0
Western Ontario	22	11	42516	31981
WI-Madison	4	2	29382	10849
WI-Milwaukee	2	1	9083	6837
TOTAL	602	3613	2373315	1219463
AVERAGE	12.04	72.26	47466.30	24389.26
SD	11.84	465.15	77209.88	40912.99
MIN	0	0	0	0
MAX	62	3328	434622	227057

Table II-12-b-(1)
Non-ALA Schools - Master's Level
Assistantships Awarded

			Amount		Av. Hrs.
	F	M	F	M	Per Wk.
East Carolina	8	2	20800	6400	20
Kutztown	5	1	22500	4500	20
Shippensburg	1				10
Villanova	4	1	12000	3000	14

Table II-12-b-(2)
Non-ALA Schools - Post-Master's Level
Assistantships Awarded

No assistantships reported.

Table II-12-b-(3)
Non-ALA Schools - Doctoral Level
Assistantships Awarded

No assistantships reported.

Table II-12-b-(4)
Non-ALA Schools - Bachelor's Level
Assistantships Awarded

No assistantships reported.

Table II-12-a-(5)
Non-ALA Schools - All Levels
Assistantships Awarded

	N	N	Amount	
	F	M	F	M
East Carolina	8	2	20800	6400
Kutztown	5	1	22500	4500
Shippensburg	1			
Villanova	4	1	12000	3000

Table II-13. Tuition and Fees for Programs

The following tables detail responses from schools asked to supply information on the complete cost of a degree and the cost per credit. The responses are broken out by in-state/province and out-of-state/province figures.

Notes on Table II-13
ALA Schools

Brigham Young	Tuition differences reflect L.D.S. Church Membership or Non-L.D.S. Members.
British Columbia	Data for masters degree reflects 2 years.
Catholic	Tuition for Virginia programs: In-State=11,407, Out-of-State=14,185, One Credit In-State=246, One Credit Out-of-State=358.
Chicago	Tuition is based on 3 courses per quarter. Chicago does not use credit hours. Student must register 3 out of every 4 quarter in the doctoral program.
Dalhousie	Data for masters degree reflects 2 years.
Emporia	Student enrolled for 6 or fewer credit hours pay per credit costs. Those enrolled for more than 6 credits pay full-time costs. Full time undergraduate is estimated at 8 semesters, full time library science masters is estimated at 4 semesters.
Illinois	Tuition for masters and post-masters degree is based on 3 consecutive semesters (1988 summer session rates were used). Doctoral degree tuition is based on 7 consecutive semesters. Tuition for 1 credit is for 0 through 5 semester hours.
Indiana	Tuition for masters is based on 36 hours, post-masters is based on MLS+30 hours, doctoral is based on MLS+60 hours.
Long Island	Out-of-state tuition is the same as in-state.
McGill	Tuition is based on Canadian versus non-Canadian citizenship.
Michigan	Tuition for 1 credit: Tuition is calculated on the basis of more credit hours taken, the less per credit hour.
NC-Central	Tuition for 1 credit: Values reported are for 3 semester hours.
North Texas	Tuition for bachelors is based on 15 semester hours per semester.
Pittsburgh	Tuition for 1 credit in the bachelors CAS program is 125 in-state and 250 out-of-state. Tuition in the bachelors LIS program is 131 in-state and 262 out-of-state. Tuition for the masters assumes 3 terms, for the post-masters 2 terms, and doctoral 6 terms.
Pratt	Tuition for masters assumes 36 credits, post-masters 30 credits.
Rhode Island	Regional tuition and fees for degree are 2,257 and for 1 credit are 232.
Simmons	In-state tuition for degree represents tuition at 333/credit plus an activity fee each of 3 semesters.
Southern Conn.	In-state masters tuition represents 1546 for academic year plus 6 summer credits at 514. Out-of-state masters tuition represents 3386 for academic year plus 6 summer credits at 514.
Syracuse	In-state tuition for IRM program is 16,006, for the CAS program 10,604.
Texas Womans	Tuition for bachelors degree based on 12 hours.
Toronto	Out-of-province tuition for degrees are dependent on visa status (3,302=medium fee, 7,075=high fee). Out-of-province tuition for 1 credit is also visa dependent (982=medium fee, 2,214=high fee).
UNC-Greensboro	Tuition for masters is based on 6 hours per semester for 3 years. Post-masters tuition varies depending on the hours needed.
UT-Austin	In-state tuition for 1 credit: 1-6 credits=100, 7 credits=112, after 7 each additional hour is 16.
Washington	Tuition for 1 credit reflects minimum amount. Washington has a 2 credit minimum tuition charge.
Western Ontario	In-province and out-of-province fees reflect Canadian versus visa students. Tuition for 1 credit: students are assessed a one-time part-time fee of 254 for 1 through 2 courses.

Notes on Table II-13
Non-ALA Schools

Chicago State	Tuition for masters degree, both in and out-of-state, is approximate.
East Carolina	Tuition for 1 credit is for 0-2 hours.
Kutztown	Tuition for bachelors degree, both in and out-of-state, is base on 1 year. Tuition for masters degree, both in and out-of-state, is based on 1 semester.
Puerto Rico	Out-of-state student pays the same out-of-state tuition he/she would pay in home state.
Shippensburg	In-state tuition for bachelors degree includes room and board.
Villanova	In-state tuition for masters degree is 250 per credit plus 78 in fees.

Table II-13-a-(1)
ALA Schools - Master's Level
Tuition & Fees and Per Credit Tuition

	Tuition and Fees Total		Per Credit	
	In-state Province	Out-state Province	In-state Province	Out-state Province
Alabama	2463	6084	70	185
Albany	2720	5630	90	192
Alberta	2193	3126		
Arizona	1917	5382	67	67
Atlanta	9000	9000	250	250
Berkeley	1711	4806	n/a	n/a
Brigham Young	2985	4470	110	165
British Columbia	3208	7759	1517	3793
Catholic	14235	14235	358	358
Chicago	15440	15440	3860	3860
Clarion	1065	1201	119	133
Columbia	15048	15048	418	418
Dalhousie	3690	7092	n/a	n/a
Emporia	719	1559	52	108
Florida State	2526	7274	66	191
Hawaii	719	2239	56	183
Illinois	3981	9641	460	1260
Indiana	2956	8269	82	230
Iowa	2359	6059	226	226
Kent State	3506	6258	117	209
Kentucky	2520	7020	84	250
Long Island	9454			
Louisiana	2928	8628	195	340
Maryland	4194	7218	108	192
McGill	1600	1200	19	193
Michigan	8046	16628	352	658
Missouri	2736	7056	71	191
NC-Central	867	4367	226	1101
North Texas	1072	4916	100	120
Northern Illinois	877	2064	50	149
Oklahoma	2219	6251	51	163
Pittsburgh	7293	14433	198	396
Pratt	11700	11700	325	325
Queens	2218	3626	82	136
Rhode Island	1102	1334	104	129
Rosary	7670	7670	210	210
Rutgers	4394	6184	134	194
Simmons	12018	11988	333	333
South Carolina	3456	3456	96	96
Southern Conn.	2060	4380	84	84
Southern Miss.	9500	11950	92	157
St. John's	8669		234	
Syracuse			289	
Texas Womens	386	1634	133	153
Toronto	1687		497	
UNC-Chapel Hill	1682	8886	232	682
UNC-Greensboro	2130	11028	118	612
UT-Austin	1108	4852	100	120
Washington	5202	12948	247	618
Wayne State	3558	7590	96	208
Western Ontario	1520	8895	254	889
WI-Madison	1309	3881	164	485
WI-Milwaukee	1339	3911	201	523

Table II-13-a-(2)
ALA Schools - Post-Master's Level
Tuition & Fees and Per Credit Tuition

	Tuition & Fees Total		Per Credit	
	In-state Province	Out-state Province	In-state Province	Out-state Province
Alabama	2463	6084	70	185
Albany	2720	5630	90	192
Atlanta	9000	9000	250	250
Catholic	8696	8696	358	358
Chicago	11580	11580	3860	3860
Clarion	1065	1201	119	133
Columbia	12540	12540	418	418
Florida State	1994	5743	66	191
Hawaii	719	2239	56	183
Illinois	3981	9641	460	1260
Indiana	2463	6891	82	230
Kent State	2804	5004	117	209
Long Island	7990			
Louisiana	2928	8628	195	340
North Texas	780	3276	100	120
Oklahoma	1849	5209	51	163
Pittsburgh	4862	9622	198	396
Pratt	9750	9750	325	325
Queens	2218	3626	82	136
South Carolina	2880	2880	96	96
Southern Conn.	1546	3866	84	84
Syracuse			289	
Texas Womans	386	1634	133	153
UNC-Greensboro			118	612
UT-Austin	1108	4852	100	120
Wayne State	3558	7590	96	208
WI-Madison	1309	3881	164	485

Table II-13-a-(3)
ALA Schools - Doctoral Level
Tuition & Fees and Per Credit Tuition

	Tuition & Fees Total		Per Credit	
	In-state Province	Out-state Province	In-state Province	Out-state Province
Alabama	4926	12168	70	185
Columbia	12540	12540	418	418
Florida State	2127	6125	66	191
Hawaii	719	2239	56	183
Illinois	9605	23265	460	1260
Indiana	4926	13782	82	230
Maryland	6990	12030	108	192
Michigan	8046	16628	352	658
North Texas	1560	6552	100	120
Pittsburgh	14586	28840	198	396
Rutgers	5072	7232	134	194
Simmons	12018	11988	333	333
Syracuse	17542		289	
Texas Womans	386	1634	133	153
Toronto	1687			
UNC-Chapel Hill	2523	13329	232	682
UT-Austin	1108	4852	100	120
Wayne State	3558	7590	96	208
Western Ontario	3040	17790		
WI-Madison	1309	3881	164	485

Table II-13-b-(1)
Non-ALA Schools - Master's Level
Tuition & Fees and Per Credit Tuition

	Tuition & Fees Total		Per credit	
	In-state Province	Out-state Province	In-state Province	Out-state Province
Chicago State	2940	7940	116	256
East Caroline	1975	10611	110	590
Kutztown	1600	1782	89	99
Puerto Rico	1720		45	
Sam Houston	1122	4866	135	145
Shippensburg	1065	1201	119	133
Villanova			250	

CURRICULUM

By
Daniel D. Barron

This chapter contains reports and summaries of the data on curriculum as reported by the responding schools for the 1987-1988 academic year.

The abbreviations used in the tables are: "ALA-PRO" which is used to designate schools which have master's degree programs accredited by the American Library Association (ALA) and "Not-ALA" which is used to designate schools which do not have master's degree programs accredited by ALA. In many of the lists, an "*" is used also to indicate those schools which do not have master's degree programs accredited by ALA.

The tables and charts contain data as reported by the individual schools. For those schools on the quarter system, the notation (QT) will be used. Some schools have indicated that "units" or "courses" are used as guidelines for degree requirements, in which case, these are indicated as the respondents reported them. Following each table will be listed specific information that do not lend themselves to the general reporting pattern of the table but need to be available to the reader.

A total of 67 schools reported this year as compared to 68 last year. Of these, 59 questionnaires were received from schools which have master's degree programs accredited by the American Library Association. All of the questionnaires received were usable; however, as has been the case each year, for a number of unidentified reasons, respondents, in some instances, did not complete each item; therefore, the totals in all tables may not always add up to the 67 received.

Academic Year Division

Table III.1 presents a summary of the data related to the division of the academic year as reported by the respondents.

Table III.1: Academic Year Division, 1987-1988

Division	ALA-PRO	NOT-ALA	Total
Semester	51	7	58
Quarter	4	1	5
Trimester	4	0	4
Total Schools Reporting	59	8	67

Table III.2 contains data related to the academic year division by individual schools. Trimester systems are indicated with a "T" preceding the number of weeks in the "Trimester/Semester" column. The summer terms are described by combining the number of sessions with the number of weeks in each session (No/Wks) where "No"=number of sessions and "Wks"=number of weeks in the sessions.

Table III.2: Numbers of Weeks Per Term, 1987-1988

Schools	Trimester Semester	Quarter	Summer (No/Wks)	Total Weeks
Alabama	15		2/5	40
Albany	15		1/6	36
Alberta	13		2/6	38
Arizona	15		3,5,5	43
Atlanta	14		1/8	37
Brigham Young	T15		2/8	46
British Columbia	13		1/12 1/6	44
Buffalo	16		2/15	62
Calif.Berkeley	15		1/8	38
Calif.LA		10	2/3,6,or10	
Catholic	14		2/14	56
Chicago		10/11	1/10 1/11	44
*Chicago State	17		2/5	44
Clarion	14		2/6	40
Columbia	14		1/6	34
Dalhousie	14		2/3	34
Drexel		11	1/10	43
*E. Carolina	15		1/5.5 1/6	41.5
Emporia State	17		1/7 1/2	43
Florida State	15		1/6 1/8	44
Hawaii	17		2/6	46
Illinois	16		1/8	40
Indiana	15		1/6 1/8	44
Iowa	15		1-8	38
Kent	16		1/8 2/5	50
Kentucky	16		1/8 1/4	42
*Kutztown	15		2/3	36
Long Island	15		1/1 2/5	41
Louisiana	15		1/9	39
*Mankato	na		2/5	na
Maryland	15		2/6 or 8	46
McGill	14		2/3	34
Michigan	T15		2/7.5	45
Missouri	16		2/4	40
Montreal	15		0	30
North Carolina	15		2/5.5	41
N.Carolina-Central	15		1/6	36
N.Carolina-Greensboro	16		2/5.5	43
Northern Illinois	16		1/8	40
North Texas	15		2/5	40
Oklahoma	16		1/8	40

Table III.2: Numbers of Weeks Per Term, 1987-1988 (cont.)

Schools	Trimester Semester	Quarter	Summer (No/Wks)	Total Weeks
Pittsburgh	T15		2/7.5	45
Pratt	15		2/6	42
*Puerto Rico	15		1/6	36
Queens	15		1/6	36
Rhode Island	15		2/5 1/10	50
Rosary	15		2/7	44
Rutgers	16		2/3	38
St. John's	14		1/5	32
San Jose	16		4/3,6,12	48
*Sam Houston	15		2/5	40
*Shippensburg	15		1/3 2/5	43
Simmons	14		1/6	34
South Carolina	15		2/5	40
South Florida	16		2/7 1/10	49
Southern Conn.	16		2/5	42
Southern Miss.	15		1/10	40
Syracuse	15		2/6	42
Tennessee		data not available		
Texas	16		2/5.5	43
Texas Woman's	16		2/5	42
Toronto	13		1/3 1/6	35
Vanderbilt		16	2/4	40
*Villanova	13		2/4	34
Washington		11	2/4.5	42
Wayne State	15		2/7	44
Western Ontario	T14		1/14	42
Wisc.Madison**	16		2/4	51
Wisc.Milwaukee	16		2/6	44

*School with a master's program not accredited by the ALA

**Wisc.Madison also has a three-week and an eight-week session between spring and summer semesters.

Degree Programs and Credit Hour Requirements

In this section the various degree programs are described. These include undergraduate, both major as well as minor degree requirements, and graduate programs.

Undergraduate

A total of eleven schools with accredited programs and one school with a program not ALA accredited reported having undergraduate majors in library and/or information science. An undergraduate minor is offered in fifteen schools with accredited programs and in one school without an ALA accredited program. The number of hours required by each school for each degree requirement is found in Table III.3 and Table III.4.

Table III.3: Undergraduate Major Degree Requirements, 1987-1988

Number of Hours	Schools
18	Wisc. Madison (certificate)
18-22	Missouri (Lib Sci)
22	Texas Woman's (+8 in a related area)
24	North Texas (Lib Sci & Info Sci)
25	Southern Miss
27	Brigham Young (Lib Sci)
	*Shippensburg
	Southern Miss (school certificate)
30	Clarion (Lib Sci)
	Pittsburgh (Info Sci)
	Southern Conn.
	Syracuse (Info Studies)
36	Indiana (Lib Sci)
55	*Kutztown
60	Drexel (Info Sci)

Table III. 4: Undergraduate Minor Degree Requirements, 1987-1988

Number of Hours	Schools
15	Missouri
	Pittsburgh (Info Sci)
18	Albany (Lib Sci & Info Sci)
	Northern Illinois (Lib Sci)
	*Shippensburg
	Southern Conn (Lib Sci)
	Southern Miss
	Texas Woman's (+8 in a related field)
19	Syracuse (Info Studies)
21	Drexel (QT) (Info Sci)
	Illinois (Lib Sci & Info Sci)
24	Indiana (Lib Sci)
	*Mankato
	North Texas
	Bridgewater (Media Sci)
26	Wisc.Madison (school media)
30	Montreal (Archives/Records Management)
35	*Kutztown

Table III.5 contains data related to the number of hours a person must complete to be awarded the master's degree. All schools report having a master's degree program.

Table III.5: Master's Degree Program Requirements, 1987-1988

Number of Hours	Schools
28	Calif.Berkeley
30	*Kutztown
	Northern Illinois (+9 prerequisites)
33	Iowa
34	Oklahoma (MA)
36	Alabama
	Albany
	Atlanta
	Buffalo
	Clarion
	Catholic
	Columbia
	Hawaii
	Indiana
	Kent
	Kentucky
	Long Island
	Maryland
	Michigan
	Missouri
	N.Car.Central
	N.Car.Greensboro
	North Texas
	Oklahoma (MLIS)
	Pittsburgh (MLS & MSIS)
	Pratt
	Queens
	*Puerto Rico
	Rhode Island
	Rosary
	Rutgers (MLS)
	*Sam Houston
	St. John's
	*Shippensburg
	Simmons
	South Carolina
	South Florida
	Southern Conn.
	Syracuse (MLS)
	Texas
	Texas Woman's (MA & MLS)
	Vanderbilt
	*Villanova
	Wayne
	Wisc.Madison
	Wisc.Milwaukee (30 w/previous masters)
37	Louisiana
38	Arizona
	Brigham Young
	Florida State
39	Northern Illinois
40	Chicago
	Illinois
41	Southern Mississippi
42	*E. Carolina
	Emporia
	San Jose
44	*E. Carolina (MAED)
45	Rutgers (MCIS)
48	Alberta (+ 4 lab hours)
	Dalhousie (+2 non-credit courses)
	Drexel (48-60 QT)
	North Carolina
	Pittsburgh (MST)
51	Mankato
	Montreal (without thesis)
53	Montreal (with thesis)
54	McGill
	Syracuse (IRM)
63	Washington (QT)
72	Calif. LA (QT)

Alberta indicates that 13 single courses plus a thesis or 15 single

courses and a project. Normally 48 credit hours plus 4 sem. hours plus 1 lab hour for course work.
British Columbia indicates that 30 units or 780 hours of instruction are required
Chicago indicates that 12 courses are required beyond the BA
Chicago State indicates 11 courses required
Dalhousie 16 credit courses + 2 non-credit courses (1 credit course=3 hours)
Texas Woman's requires 36 hrs. plus professional paper for MLS
Toronto indicates that 16 half courses are required
Western Ontario indicates that 15 courses are required

Post-Master's

A variety of labels are offered for the degree which follows the master's, but thirty-nine schools indicate that they offer a "post" master's degree. Table III.6 contains data related to the hours required by each school for this degree.

Table III.6: Post-Master's Degree Program Requirements, 1987-1988

Number of Hours	Schools	
12	Texas (Certificate to MLIS)	
	Wayne State (archival certificate)	
15	Hawaii (+9 prerequisites)	
	N.Carolina-Greensboro (certificate)	
20	Calif.Berkeley	
24	Catholic	Pittsburgh (CAS/LS&IS)
	Clarion	Rutgers (6th yr. cert.)
	Kent	St. John's
	Louisiana	Wisc.Madison
	North Texas	Wisc.Milwaukee (with master's)
30	Alabama	North Carolina
	Albany	Oklahoma
	Atlanta	Pratt
	Buffalo	Queens
	Florida State	Rhode Island
	Indiana	South Carolina
	Long Island(cert)	Southern Conn
		Wayne
32	Drexel (QT)	
36	Columbia	South Florida
	Calif. LA (QT)	Syracuse (CAS)
40	Illinois	

Brigham Young requires 10 hours for certificate of enrichment
Chicago requires 9 courses beyond the MA in Library Science
Texas 12 for endorsement of specialization to MLIS

Doctoral

In Table III.7, the requirements of the fifteen schools which offer the doctoral program are presented. No school without an ALA accredited master's degree program offers the doctoral degree.

Table III.7: Doctoral Degree Program Requirements, 1987-1988

Number of Hours	Schools
30	Columbia
36	North Carolina
50	Texas (but varies)
	Michigan
54	Pittsburgh (LS or IS) (beyond masters)
60	Buffalo (+ an MLS)
	Drexel (QT)
	North Texas
	Rutgers (+24-30 transfer credits)
	Simmons
72	Maryland (12 hrs. diss. included)
	Alabama
78	Syracuse
80	Illinois (20 units)
90	Indiana
	Texas Woman's (beyond BA)

California, LA indicates that no specified number of hours are required
Chicago indicates that continuous registration is required until the degree is received
FSU indicates no minimum
Hawaii does not have a set credit requirement
Michigan indicates that 36 of the 50 must be in formal course work
North Carolina indicates 30+ dissertation hours
Toronto indicates that a two-year, full-time minimum is required
Wisconsin-Madison indicates no specific credit requirements, but residence for one full-time academic year (9 credits) is required
Wisconsin-Milwaukee indicates a multidisciplinary program with credits that vary for each major program and dissertation
Western Ontario indicates that 10 courses are required

Summary of Degree Requirements

Table III.8 contains a summary of all of the degree requirements for all programs as reported by the respondents.

Table III.8: Degree Requirements for all Programs, by School, 1987-1988

School	Undergraduate		Master's	Post-Master's	PH.D.
	Major	Minor			
Alabama			36	30	
Albany		18	36	30	
Alberta			13 or 15 courses		
Arizona			38		
Atlanta			36	30	
Brigham Young			38		
British Columbia			30 units		
Buffalo			36	30	60+ML
Calif.Berkeley			28	20	
Calif.LA			72 (QT)	36	unspecified
Catholic			36	24	
Chicago			40		
*Chicago State			11 courses		
Clarion	30	12	36	24	
Columbia	36		36		30
Dalhousie			18 courses		
Drexel	60	21	48-60(QT)	32(QT)	60(QT)
*E. Carolina			42 (MLS) 44 (MAED)		
Emporia			42		
Florida State	32		38	30	
Hawaii			36	15 (+9 prereq.)	
Illinois		21	40	40	80
Indiana		24	36	30	90
Iowa			33		
Kent			36	24	
Kentucky			36		
*Kutztown	55	35	30		
Long Island			36		
Louisiana			37	24	
Mankato			24	51	
Maryland			36		72
McGill			54		
Michigan			36		50
Missouri	18-22	15	36		
Montreal		30	51-53		
North Carolina			48		36
N.Carolina-Central			36		
N.Carolina-Greensboro			36	15	
Northern Illinois		18	39		
North Texas	24	24	36	24	60
Oklahoma			34 MA/36 MLIS	30	
Pittsburgh	30 (IS)	15 (IS)	36 (IS&LS) 48 (MST)	24 (CAS-IS&LS)	54 (IS &LS)

Table III.8: Degree Requirements for all Programs, by School, 1987-1988 (cont.)

School	Undergraduate Major	Undergraduate Minor	Master's	Post-Master's	Ph.D.
*Puerto Rico			36		
Pratt			36	30	
Queens			36	30	
Rhode Island			36		
Rosary			36		
Rutgers			36 (MLS) 45 (MCIS)	24	60 (+20-30 transfer)
Shippensburg	27		18	36	
St. John's			36	24	
*Sam Houston			36		
San Jose			42		
Simmons			36		60
South Carolina			36	30	
South Florida			36	36	
Southern Conn	30	18	36	30	
Southern Miss	25	18	41 27 (School Library Media)		
Syracuse	30	19	36 MLS/54 IRM	36 (CAS)	78
Tennessee			data not available		
Texas			36	12(MSLIS)	50
Texas Woman's	22	18	36 MA/MLS		90+BA
Toronto			16 half courses		2 yrs.
*Villanova			36		
Vanderbilt			36		
Washington			63(QT)		
Wayne State			36	30	
Western Ontario			15 courses		9 courses
Wisc.Madison	18(cert)	26(sch media)	36	24	
Wisc.Milwaukee			36	24	

Joint Programs

Table III.9 contains data related to joint degree programs. These are programs which the Library and Information Science program shares with one or more other academic disciplines or units in the institution. In some instances, joint degree programs are reported between institutions as well within the parent institution.

Table III.9: Joint Degree Program Requirements, 1987-1988

Schools	No. Hours in Lib/Info Sci	No. Hours in Other Discipline	Other Discipline
British Columbia	780		Archival Std.
Buffalo	36	30	Music
	18	42	Higher Ed.
	30	81	Law
Calif.Berkeley	na	na	Law
			Near East Std.
			History of Art
Calif.LA	18	24	Management
	18	12	History
	18	12	Latin Am. Std.
Catholic	27	84	Law (JD)
	30	21	History
	36	21	Biology
	30	24	Musicology
	30	24	English
	30	24	Greek Lit.& Latin
Chicago	11 courses	14 courses	Business
	9 courses	15 courses	S.E. Asian
	11 courses	9 courses	Social Sci.
	11 courses	9 courses	Mid. E. Std.
Emporia	36	26-30	English
	36	24-32	History
	36	26	Music
	36	31	Business
Hawaii	na		Communications
			Decision Sci.
			Info/Comp. Sci.
Indiana	30	20	Compar. Lit.
	30	20	Hist/Phil
	30	30	Music
	30	9-12	Chemistry
	30	21	Journalism
	30	33	Public Admin.
	30	10-12	Info. Systems
	30	31	Fine Arts
Iowa	27	33-51	Business
Louisiana	37	18 (12 xlisted)	Computer Sci.
Maryland	24	30	History
	24	32	Geography
North Carolina	27	77	Law
Pratt	36	85	Law

Table III.9: Joint Degree Program Requirements,1987-1988 (cont.)

Schools	No. Hours in Lib/Info Sci	No. Hours in Other Discipline	Other Discipline
Oklahoma	27	36	Business
	27	30	Education
Pittsburgh	36	108	Pitt. Theo. Seminary
	18(SLIS cert)	6	WVU Ag/Forestry
	36,42,54	6	Penn State Agriculture
	18(SLIS cert)	102	English
Rhode Island	30	24	History
	27-30	27	Political Sci.
	27-30	27	Public Admin.
Rosary	30	na	Divinity
	30	na	Business
	30	na	BA/MALS
	30	na	Public Hist.
	30	na	Music Hist.
Rutgers	30	24	Spanish
	30	30	Ed.-Reading
St. John's	24	21	Pharmacology
South Carolina	27	28	English
	30	30	Appl. History
Southern Conn	36	30	Chemistry
	36	30	English
	36	30	History
	36	30	Instruct Tech.
	36	86	Law
Southern Miss	33	24	History
Syracuse	24	76	Law
Toronto	6 half courses	1 full course	Education
Washington	31	14	Law
Wisc.Madison	12	12	Public Admin.
Wisc.Milwaukee	30	18	Geography
	30	18	History
	30	24	Music
	30	24	Urban Affairs

Calif.LA programs administered jointly by both schools. Students may satisfy requirements simultaneously.

Long Island indicates that a joint accelerated degree is possible with the College of Arts and Sciences. In the senior year, students may take 12 hours of library/information science that can count toward both bachelor's and master's degrees

Pittsburgh indicates 36 at master's, 42 at Ph.D., and 54 at LS with the Agriculture program

Pratt offers a JD with Brooklyn Law School, 9 hours from MLS may go to JD and 9 from JD to MLS

St. Johns indicates 12 exchange credits for a total of 57 semester hours

Southern Conn offers a joint program with the University of Conn School of Law

Part-Time Coursework

Albany, Northern Illinois, and Shippensburg indicated that they do not accept part-time undergraduate students. Hawaii, Syracuse, and Toronto do not accept part-time doctoral students. Maryland requires one year of full-time residency for doctoral students. Montreal permits part-time attendance by students only in the second year and and Western Ontario allows part-time doctoral students only after they have met the residency requirements. With those exceptions, all programs provide for part-time students.

Maximum and Minimum Times for Completion of Program

Tables III.10 through III.12 contain data related to the maximum and minimum times allowed for completion of degree programs. The minimum time ranges from five to twenty months for the master's, five to twelve months for the post-master's, and nine to thirty-six months for the doctoral degree.

The maximum time allowed for completing a degree ranges from two to ten years for the master's, three to ten years for the post-master's, and three to fourteen years for the doctoral degree.

Table III.10: Minimum Time for Completion of Programs, by Number of Schools, 1987-1988

No. of Months	Master's		Post-Master's		Doctorate	
	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA
8			2			
9	5		10		1	
10	2		8			
10.5	1		2			
11	2	2		1		
12	35	2	8		2	
14	1					
15	2					
16	7					
18	3	1			2	
20	1					
20-24					1	
24		1			7	
30					2	
35					1	
36					3	

Table III.11: Maximum Time for Completion of Programs, by Number of Schools, 1987-1988

No. of Years	Master's ALA-PRO	Master's NOT-ALA	Post-Master's ALA-PRO	Post-Master's NOT-ALA	Doctorate ALA-PRO	Doctorate NOT-ALA
2	1					
3	3		3			
4	6		7		1	
5	14		8		4	
6	22	4	6		5	
7	9	2	5		6	
8	2				1	
9					2	
10	1				3	
14					1	

Table III.12: Minimum and Maximum Times to Complete Programs, by Schools, 1987-1988

Schools	Master's Minimum [months]	Master's Maximum [years]	Post-Master's Minimum [months]	Post-Master's Maximum [years]	Doctorate Minimum [months]	Doctorate Maximum [years]
Alabama	12	6	10	6	24	6
Albany	12	6	10	5		
Alberta	16	4				
Arizona	12	6				
Atlanta	12	7	12	7		
Brigham Young	12	5				
Brit.Columbia	16	5				
Buffalo	11	5	9	5	24	7
Calif.Berkeley	9	0	9	0	24	0
Calif.LA	18	2	9	3	35	5
Catholic	9	5	9	4		
Chicago	12		9	5		
*Chicago State	24	6				
Clarion	12	6	8	4		
Columbia	10	4	9	4	9	10
Dalhousie	16	6				
Drexel	9	7	9	3	24	5
*E. Carolina	data not available					
Emporia	12	7				
Florida State	12	6	12	6	12	6
Hawaii	12	7	12	7	24	7
Illinois	9	5	9	5	30	6
Indiana	12	5	10	5	36	14
Iowa	12	10				
Kent	12	6	10	4		

Table III.12: Minimum and Maximum Times to Complete Programs, by Schools, 1987-1988 (cont.)

Schools	Master's Minimum [months]	Master's Maximum [years]	Post-Master's Minimum [months]	Post-Master's Maximum [years]	Doctorate Minimum [months]	Doctorate Maximum [years]
Kentucky	12	8				
*Kutztown	11	6	11			
Long Island	12	5	9			
Louisiana	12	6	9	6		
Maryland	12	3			36	9
McGill	16	5				
Michigan	12	6			12	7
Missouri	12	8				
Montreal	20	3				
North Carolina	15	5	10	5	36	8
N.Car.Central	10.5	6				
N.Car.Greens	18	5				
North Illinois	10	6				
North Texas	12	6				10
Oklahoma	12	5	12	5		
Pittsburgh (MLS &MSIS)	12	4	8	4	20-24	6
(MST)	16	5				
Pratt	12	4	10	7		
*Puerto Rico		5				
Queens	12	4	10	4		
Rhode Island	12	4				
Rosary	12	6				
Rutgers	12	3	12	3	30	7
St. John's	18	5	12	5		
*Sam Houston	12	6				
San Jose	16	7				
Simmons	12	6			18	4
South Carolina	12	6	10.5	6		
South Florida	12	7	12	7		
Southern Conn.	12	6	9	6		
Southern Miss.	9	6				
Syracuse	12	7	12	7		7
Tennessee	data not available					
Texas	12	6	10.5	6	varies	9
Texas Woman's	12	6				5
Toronto	16	6			24	6
Washington	15	6				
Wayne State	12	6	12	6		
Western Ontario	11	5			24	7
Wisc.Madison	14	7	10	0	18	0
Wisc.Milwaukee		7		4		10

Calif. L.A. indicates upper limit to degree now set at 10 qts., usually needed by part-time students

Dalhousie indicates there is a summer break in their schedule

Maryland indicates that an extension may be granted for up to 5 years in the mater's program and 1 in the doctoral program.
Michigan indicates that an extension may be approved by the dean and by the Graduate School (for master's students) or by the faculty (for doctoral students) to extend the maximum to 10 years if the student can present valid reasons and an acceptable schedule for completion.
Montreal indicates 4 years without thesis and 4 with thesis
Toronto indicates extension may be granted for valid reasons

Status of Courses after Maximum Time

After the maximum time allowed for completing the degree, twenty-nine schools with accredited programs indicate that the courses are obsolete for the master's and fifteen cancel them. For the post-master's, eighteen schools indicate that they are obsolete and five cancel them. Fourteen schools with doctoral programs indicate that courses are obsolete and five cancel them. All but one of the schools with programs not ALA accredited make coursework obsolete. Exceptions and clarifications as indicated by the respondents are listed in Table III.13.

Table III.13: Status of Courses after Maximum Time, by Number of Schools, 1987-1988

Program	Obsolete		Canceled	
	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA
Master's	31	6	17	1
Post-Master's	19	1	6	
Doctorate	14		6	

Alabama-at doctoral level exam or substitution is allowed
Albany-at master's level exam or substitution is allowed
Arizona-allows substitution
Buffalo-allows substitution at all levels
Brigham Young-classes canceled, but substitution or retake is allowed
Calif.LA indicates that courses are obsolete, students may appeal
Catholic-allows exam, retake, or substitution
Chicago-allows substitution at post master's level
Columbia-each handled on an ad hoc basis-few go to the deadline
Dalhousie-student may apply for an extension by petition and School's recommendation is sent to Dean of Graduate School for approval
Drexel-retake and substitution at all levels
Illinois-substitution
Iowa-courses which are 10 years old must be replaced
Kent-allows retake
LSU-may be revalidated by exam or retake
Long Island-allows substitution
Maryland-a committee decision, but none more than 5 years prior to receipt of degree are accepted. Student may reapply.

Michigan-at master's degree level, canceled outright if extended to ten years. At doctoral level, no set policy but unusual to approve extension beyond ten years.
UNC-time may be extended by the Graduate School
UNC-Central-allows exam or substitution
UNC-G-may be appealed
Northern Illinois-allows retake
Oklahoma-do not have a policy
Pitt-allows retakes and substitution/ cancels LS degree
Pratt-allows retakes and substitution depending on circumstance
Rhode Island-depends on how much course content has changed
Rutgers-times may be extended for valid reasons
San Jose-allows retake or exam
St. John's-may take additional courses
South Carolina-requires a course revalidation fee
Texas-allows substitution
Vanderbilt-allows retake or substitution
Washington-allows substitution
Wayne State-allows exam, retake, or substitution
Western Ontario-decision made on individual basis whether any or all of previous work can be used toward degree
Wisconsin-Madison-allows retake or exam

Required Course Work

Tables III.14 through and III.19 present data related to the required course work in the various programs. Requirements range from six semester hours of courses required to forty-four semester hours in the master's program. Actually, the range is to 273 hours, that is required by British Columbia, but that being such an aberration, that school's requirements are not included in the analysis. The range for schools on the quarter hour system is from twelve to seventy-two hours. The average, among schools on the semester system, is 17.3 for accredited programs at the master's level and 26.1 the average for programs not accredited.

Table III.14: Required Course Work, by School, 1987-1988

School	Hours		
	Master's	Post-Master's	Doctorate
Alabama	15	9	48
Albany	12	3	
Alberta	18 +thesis or project		
Arizona	12		
Atlanta	12	3	
Brigham Young	23	6	
British Columbia	273		
Buffalo	12	6	6
Calif.Berkeley	9	varies	
Calif.LA	72(QT)	36	36
Catholic	12	24	
Chicago	6 (courses)		varies
*Chicago State	21		
Clarion	18		
Columbia	36	30	30
Dalhousie	9 credit/2 non-credit/6 electives		
Drexel	12(QT)	4	12(QT)
*E. Carolina	42-44		
Emporia	29		
Florida State	18	0	3
Hawaii	36		
Illinois	8	8	68
Indiana	15	0	18
Iowa	18		
Kent	15		
Kentucky	12		
*Kutztown	30	varies	
Long Island	36	30	
Louisiana	16	15	
*Mankato	36		
Maryland	9	0	15++
McGill	24		
Michigan	12	0	8
Missouri	19		

Table III.14: Required Course Work, by School, 1987-1988 (cont.)

School	Hours		
	Master's	Post-Master's	Doctorate
Montreal	27		
North Carolina	12	0	9
N.Carolina-Central	18		
N.Carolina-Greensboro	21		
Northern Illinois	18-21+++		
North Texas	15	0	12
Oklahoma	18	3++++	
Peabody	9	9	
Pittsburgh	36(MST) 12 (MLS) 6 (MSIS)	0	16(LS) 3 (IS)
Pratt	12	6	
*Puerto Rico	15		
Queens	36	30	
Rhode Island	15		
Rosary	12		
Rutgers	18	6	18
St. John's	15	0	
San Jose	15		
*Sam Houston	15		
*Shippensburg	36		
Simmons	12	0	20
South Carolina	18	3	
South Florida	12	0	
Southern Conn.	18	6	
Southern Miss.	18		
Syracuse	12 (IRM) 6-9 (MLS)	0	18
Tennessee	data not available		
Texas	15	0	12
Texas Woman's	21		1
Toronto	6 half courses	0	2 half courses
Vanderbilt	36		
*Villanova	12		
Washington	27		
Wayne State	22		
Western Ontario	9	0	2
Wisc.Madison	18	0	9
Wisc.Milwaukee	15	0	

+plus 36 additional hours for degree

++more with no ALA MLS

+++one course has variable credit-9 hours of prerequisites which have proficiency examinations

++++a course in research if none taken previously

Table III.15:Required Course Work, by Number of Hours, 1987-1988

No. of Hours	Master's ALA-PRO	Master's NOT-ALA	Post-Master's ALA-PRO	Doctorate ALA-PRO
0			14	1
2				2
3			4	2
6	1		5	1
8	1		1	1
9	7	1	3	1
10				1
12	16	1		2
15	9	1	1	1
16	1			1
18	11			3
19	1			1
21	3	1		
22	1			
23	1			
24	1			
27	2			
29	1			
30		1	3	1
36	3			1
39		2		
42		1		
48				1
68				1
72	1			
273	1			

Respondents were asked to indicate whether or not students could exempt required courses. Tables III.16 and III.17 present the data related to their responses.

Table.III.16: Exemption of Required Courses, by Program, 1987-1988

Program	Exemptions Allowed ALA-PRO	Exemptions Allowed NOT-ALA	Exemptions Not Allowed ALA-PRO	Exemptions Not Allowed NOT-ALA
Master's	50	6	9	2
Post-Master's	6	2	14	1
Doctorate	7		16	

University of California, Los Angeles indicates that doctoral students may exempt course if they have an MLS

McGill indicates occasionally if course equivalence can be shown

Maryland indicates yes by petition to Admission or Doctoral Committee as appropriate

Montreal indicates that it depends upon prior preparation
Pitt indicates yes for LS for all three, IS, no
Queens indicates yes with proof of having written a thesis for another degree
Syracuse indicates yes for IRM and no for MLS

The most common method for exemption is evidence with a transcript and/or syllabus from another program. Other exemption requirements include "approved" projects, written examination or a combination of approvals from the dean, committee or advisor. Frequently, all of these options were indicated as being available to the student. Other methods reported included oral examinations, appropriate experience and substitution of selected courses--the latter accepted from ALA accredited programs only.

Table III.17: Methods of Exempting Required Courses, 1987-1988

Method	ALA-PRO	NOT-ALA
Written Examination	22	2
Transcript from Other School	39	4
Approval of Advisor/Faculty	24	3
Other	13	1

In programs that provide for the exemption of required courses, nine allow the exempted courses to count toward the master's degree, two toward the post-master's and one toward the doctoral. More frequently, schools do not provide credit for exempted courses. Table III.18 presents the data related to this question.

Table III.18: Credit Gained Through Exemption of Required Courses, 1987-1988

	ALA-PRO		NOT-ALA	
Program	Yes	No	Yes	No
Master's	12	38	4	2
Post-Master's	1	14		
Doctorate	2	11		

Dalhousie indicates that it varies--students may be given advanced standing or may be required to take other courses to have the necessary credits
Maryland indicates that Doctoral Committee decides
Simmons indicates that it "depends"

Table III.19 displays the data related to the number of courses that may be exempted in programs reported in this survey.

Table III.19: Number of Hours that may be Exempted, 1987-1988

Number of Courses	Program		
	Master's	Post-Master's	Doctoral
1		1	
1-3	1		
1-15			1
2	1		
3		1	1
3-6	1		1
3-15	1		
5	1		
6	8	3	1
9	3		1
11	1		
12	5		
14	1		
18	1		
No Limit	2		
Varies	3		

Toronto indicates that 6 half courses may be exempted

Included in the responses were indications also that the number of courses exempted from the program was determined by the director; one school indicated that it depended upon the experience base of the student.

Transfer of Credit Hours

Respondents were asked whether or not they allowed for transfer of credit hours into the various degree programs which they provide. Table III.20 presents the data related to their responses.

Table III.20: Credit Hours Transferred, by Program, 1987-1988

Hours	Ugr	Master's	P-Master's	Doctorate
0-6		1	1	2
3		3	1	
4		3		
6	1	35	10	3
7		1	1	
8		2		
9		12	3	
10		1		
11		1		
12	1	6	4	1
15		1		
18		1	1	
24		1		
27		1		
30				3
62	1			
72	1			
156		1		

Alberta indicates up to 24 hours for returning BLS or MLS
Chicago indicates 2 courses
Dalhousie indicates a maximum of 1 year
Drexel indicates no maximum at undergraduate, but 45 hours must be at Drexel
Maryland indicates that it is established by the Doctoral Committee
Ontario indicates 5 courses
Texas Women's indicates it varies for doctoral
Toronto indicates 8 half courses

Two schools with undergraduate programs and two with doctoral programs indicated that the amount of credit which a person might transfer into the programs varies, but no ranges were given. Dalhousie indicated that a maximum of one academic year's study can be transferred.

Table III.21: Extent to Which Schools Accept Credit From Programs not Accredited by ALA, 1987-1988

Accredited Program	Accept Non-ALA	Not Accept Non-ALA
Yes	16	43
No	8	1

Arizona indicates "yes" but must be graduate level, no core courses, and approval by advisor
Albany indicates "under some circumstances from accredited programs"
Dalhousie indicates that it depends on individual circumstances

South Florida indicates "yes" if from a regionally accredited graduate program and approved by the student's advisor and director of the school
Montreal indicates from some foreign schools
Pitt indicates that it is directly related to student's designated library preference
Puerto Rico indicates that each case is examined by faculty committee
Rhode Island indicates 20% of total credits required for program
Southern Mississippi indicates it is case by case
Toronto indicates applicable non-North American courses
Western Ontario indicates only for students who receive BLS degrees from the unaccredited University of Ottawa program
Wisconsin-Madison indicates with adviser's approval

Thesis, Papers or Projects

Respondents were asked to comment on their requirements for a thesis or other culminating project for their degree requirements. Table III.22 presents their responses.

Table III.22: Thesis Options, by Number of Schools, 1987-1988

	ALA-PRO			NOT-ALA		
Program	None	Required	Optional	None	Required	Optional
Master's	19	12	25	3	2	3
Post-Master's	13	10	5	1		
Doctoral		19				

California indicates that there is a specialization paper

Field Work

Supervised experience for academic or program credits, known generally as Field Work, was the basis of the next series of questions. Tables III.23 and III.24 present the data related to the responses. Table III.23 shows the number of schools offering field work for credit and Table III.24 the number of hours given for field work. A total of thirteen schools indicated that field work was required and 59 that it was available and optional at the master's degree level.

Table III.23: Number of Schools Offering Field Work for Credit, 1987-1988

Program	ALA-PRO	NOT-ALA
Master's	54	6
Post-Master's	21	1
Doctorate	7	

Table III.24: Number of Hours Given for Field Work, 1987-1988

Number of Hours	Master's	Post-Master'	Doctoral
0	1		
0-12	1		
1	2		
1-2	1		
1-3	4		
1-4	2		1
1-6	1	1	
2	1	1	
2-3	3	12	
2-4	2	1	
2-6	1		
3	20	7	1
3-6	8	4	
4	3		
4-12	1	1	1
6	4	2	4
8		1	
9	1		
72	1		
200	1		

Arizona variable

Dalhousie requires work experience, but offers no credits

British Columbia requires work experience, but offers no credits

San Jose indicates that there are a number of experience-based courses, thus requiring a variety of hours

Toronto requires 1/2 course

Eleven accredited programs require field work of all students in the master's degree program. They are: British Columbia, Dalhousie (work experience may be claimed for this requirement), Long Island, North Carolina, North Carolina-Greensboro, Montreal, Rhode Island, San Jose, Syracuse, Texas Women's, and Vanderbilt. Among the non-accredited programs, East Carolina, Rhode Island, Sam Houston, and Villanova require field work.

Dalhousie requires work experience as a graduation requirement but gives no credit for field work. Syracuse requires either field work or a research paper.

Schools that offer no credit for field work are British Columbia and Dalhousie.

A number of variations for field work were listed and include such things as the student must attend seminars, present papers related to the field work, and that field work is available only for school library media program students.

Special Requirements for Graduation

Tables 25 and 26 contain information related to any special requirements that respondents indicated are necessary for their programs. Some schools indicated on the questionnaire that a dissertation was a requirement for the doctorate. Since that is such a common requirement, no question was included on the questionnaire related to it.

Table III.25: Special Requirements for Graduation, 1987-1988

Program	Requirement					
	Comprehensive		Foreign Language		Other	
	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA	ALA-PRO	NOT-ALA
Master's	23	5	6		10	2
Post-Master's	4		1		5	
Doctorate	23		13		10	

Other requirements for the master's degree
Final exam or thesis-Washington
Research report-Queens and Northern Illinois
Exit interviews-Hawaii
Media Competency-Florida State
Thesis or research paper-Kent, UNC, Chicago
Project-UNC-G
Communications skills exam-Atlanta
Foreign language-British Columbia (2 years), Dalhousie (other than English
Practicum for unified media specialists-Simmons
Research course with major proposal accepted-Wayne State

Other requirements for the post-master's degree
Oral examination and specialists paper-Wisc.-Madison
Research report or project-South Carolina
Defense of special project-Illinois
Project-LSU
Communications skills exam-Atlanta

Other requirements for the doctoral degree
Statistics-Michigan
Final examination and preliminary examinations-Illinois
Foreign language or statistics-Indiana
Two foreign languages or one language and statistics-Texas Women's
Two research skills (one foreign language)-Wisconsin-Madison
Oral exam-Texas
Foreign language, statistics, or computer science-Alabama and North Texas
Practicum fields-Berkley

Table III.26: Number of Hours Required for Thesis, 1987-1988

Number of Hours	Program			
	Master's		Post-Master's	Doctoral
	ALA-PRO	NOT ALA		
0	1			1
1-4	2			
1-6	1			
1-15				1
2	2	1		1
3	10	2	4	
3-6	3		2	
4	4			1
5		1		
6	9		6	1
8	1	1		
9	5			
12				3
14				1
20	1			
32				1

Alberta indicates 9 credits for project, 3 credits for thesis
Chicago indicates 1 course
Toronto indicates 4 half courses

Prerequisites for Entering the Program

Table III.27 presents data related to the requirements made of students who enter the various programs. In addition to the prerequisites listed in the table, some schools indicated that they require letters of reference, a statement of purpose, statistics and computer science courses or competencies and various liberal arts credits for specific programs. The most frequently indicated tests required were the TOEFL for foreign students and the GRE and MAT tests generally.

Table III.27: Prerequisites for Entering Program, 1987-1988

Prerequisite	ALA-PRO	NOT-ALA
Library Experience	3	
Foreign Language	5	1
GRE/MAT/TOEFL, etc., Tests	52	7
Interview	26	3
GPA	53	7
Other	29	3

Alberta requires a 4-year undergraduate degree
BYU indicates they sometimes require an interview
Indiana indicates that interview for Ph.D. only. GRE and TOEFL optional for MLS but required for Ph.D.
Iowa indicates that 85 hours in liberal arts and sciences are required
Kutztown requires at least 6 undergraduate credits
Northern Illinois indicates that 3 prerequisite library science courses are required
Maryland interviews occasionally
Michigan requires the GRE for doctoral only
Montreal indicates that students should possess basic computer literacy or take a course in it prior to second semester and students in advanced computer applications courses have a programming language
North Carolina requires a personal interview for Ph.D.
Pitt indicates that for the MSIS, 3 hours of math, statistics, behavioral science and programming language is required and for the MST, 3 hours in calculus, cognitive science, and statistics and 6 hours of a programming language is required
Pratt requires English proficiency exam for international students and interview for students living in NYC area
Rosary requires at least 60 hours of liberal arts or sciences
Southern Conn. indicates that foreign students may substitute a statistics or computer science course for foreign language
Texas indicates relevant work experience
UCLA indicates statistics and a computer language required
Wayne State requires 70 hours of liberal arts credits
Wisconsin-Madison indicates they require the GRE if student has a GPA below 2.75, and interview for the Ph.D., and 90 hours of undergraduate liberal arts

Courses Taught Away from the Main Campus: Distance Education

The "Main Campus," in this report, is defined as that campus, which may be a part of a university with multiple campuses, where the school has its permanent buildings and administrative offices. "Off-Campus" includes any course offered at a branch or regional campus of the university or at non-university locations such as public libraries, business facilities, schools and other post-secondary institutions. Teaching classes away from the home campus has been called "extension" by some, but the generally accepted label is "distance education." Table III.29 contains the data reported by the respondents related to courses taught in their distance education programs.

Thirty-one schools with accredited programs offered one or more courses away from the main campus in 1987-1988, while twenty-nine did not. Three of the schools without accredited programs reported that they had taught one or more courses "off-campus."

At least 281 courses were offered "off-campus" by thirty-seven schools as compared to 281 courses by 35 schools as compared to 37 last year. This is the first time in three years that the number has not increased from the previous year. The range is from 1 to Indiana's usual high of 43.

Forty two percent of the courses were required courses for the master's degree and fifty eight percent were electives. Apparently, no school offered a required course for the doctoral degree away from the main campus.

Faculty were compensated for teaching distance education courses within their regular teaching load in seventeen or fifty percent of the schools and as an overload in four or twelve percent. Other compensation such as fees, and compensatory release time was listed by three schools. Oklahoma indicated that part-time faculty were paid by the course, Rhode Island also with faculty rarely given an overload, Rutgers paid all adjunct, Texas pays by a set fee through Extension Division, Wayne State indicated that part-time salary established per course, and Western Ontario reduced regular teaching load by one course.

Eight schools indicated that they are expecting to change their distance education programs. All but one, indicating they were dropping their program, indicate that they plan to increase their efforts. South Florida expects to use television on a limited basis and Pittsburgh plans to make use of their system's optical fiber cable network.

Telecommunications Delivery

A total of eleven schools indicated some use of telecommunications to deliver courses. South Carolina was the only school using open circuit television broadcasting to deliver courses (two each semester). UNC, Mankato, and San Jose were the only schools that indicated the use of two-way video and two-way audio to deliver a course. South Carolina (4 courses) were joined by San Jose (2 courses) and Indiana (1 course) as the only three schools offering courses using one-way video and two-way audio (interactive). Emporia indicated that two courses were offered using two-way audio and LSU indicated that they offered one course using two-way audio communications. Wayne State is investigating the use of telecommunications, Vanderbilt expects to develop specialiszed programs using computer based networks, Oklahoma will have one-way video and two-way audio by the summer of 1989, Emporia is expanding its use of telecommunications, UNC will increase the number of courses offered, South Florida will teach one course via interactive television in the fall and spring semesters, Pitt is completing a fiber optic cable with special equipment that will enable them to send courses to remote campuses, and Mankato expects to expand the two-way system in their state. These account for the only use of telecommunications to deliver "off-campus" course work.

Table III.29: Courses Offered away from Main Campus, 1987-1988

Schools	No. of Courses	Required	Elective	Faculty Teaching the Courses			
				Required		Elective	
				Reg	Adj	Reg	Adj
Alabama	6	2	4	1	1	1	1
Albany	4	1	3	1	1		3
Alberta	0						
Arizona	6		6			6	
Atlanta	3	2	1	2		1	
Brigham Young	5	4	1	4		1	
British Columbia	0						
Buffalo	4	1	3		4		
Calif.Berkeley	0						
Calif.L.A.	0						
Catholic	8	4	4	4		2	4
*Chicago State	1		1	2			1
Clarion	8	4	4	4	3		1
Columbia	0						
Dalhousie	0						
Drexel	0						
Emporia	10	5	5	5	1	3	4
Florida State	6	6		4&3/4	1&1/4		
Hawaii	0						
Illinois	0						
Indiana	43	18	25	4	14	6	9
Iowa	0						
Kent+				8	8	4	13
Kentucky	5	3	2	2	1		2
Long Island	28	12	16	5	6	1	6
Louisiana	4	3	1	1	2		1
Maryland	0						
McGill	0						
Michigan	0						
Missouri	9	4	5	4	5	1	4
Montreal	0						
North Carolina	1		1			1	
N.Car.Central	2	2			2		
N.Car.Greensboro	0						
Northern Illinois	16	8	8	6	2	8	
North Texas	2	2		2			
Oklahoma	12	7	5	1			2

Table III.29: **Courses Offered away from Main Campus, 1987-1988** (cont.)

Schools	No. of Courses	Required	Elective	Faculty Teaching the Courses			
				Required		Elective	
				Reg	Adj	Reg	Adj
Pittsburgh	8	3	5	8			
Pratt	4		4				4
Queens	0						
Rhode Island	12	7	5	6	1	3	2
Rosary	0						
Rutgers	15		15		15		
St. John's	0						
*Sam Houston	6	3		3		3	
San Jose	0						
Simmons	0						
South Carolina	30	5	25	4	1	5	5
South Florida	19	5	4	4	1	11	3
Southern Conn.	11	6	5		4	3	1
Southern Miss.	5	3	2	3			3
Syracuse	3		3				3
Tennessee	data not available						
Texas++	2	2		2			
Texas Woman's	0						
Toronto	0						
Washington	0						
Wayne State	5	2	3	2			
Western Ontario	6	3	3		3		
Wisc.Madison	0						
Wisc.Milwaukee	6	1	5				
Totals	281	119 (42%)	162 (58%)	88	76	49	67+++

+ all courses taught off campus in Columbus, selected courses offered in Cleveland and Dayton

++Extension, not resident credits

+++The number of faculty indicated by the schools do not add up to the same figure as the total number of courses indicated by them, but we continue to hope that we will get better data.

Individual Course Offerings

Table III.26 presents data related to the provision of courses by the respondents.

Categories have been coded as follows:

A = Undergraduate credit only
B = Undergraduate or Master's credit
C = Master's credit only
D = Master's or Post-Master's credit
E = Post-Master's credit only
F = Post-Master's or Doctoral credit
G = Doctoral credit only

Table III.30: Courses Listed in College Catalog by Level and Academic Year, 1987-1988

Schools	Courses Listed	Percent Taught	Courses Restricted to: A	B	C	D	E	F	G
Alabama	81	93	1	10	25	65	3	3	
Albany	59	86	3	9	0	46	1		
Alberta	49	69		4	45				
Arizona	45	81	none restricted						
Atlanta	35	91		4	30		1		
Brigham Young	30	100	no response						
British Columbia	59	76			59				
Buffalo	44	88	none restricted						
Calif.Berkeley	55	95	4	1	50				
Calif.LA	90	68							
Catholic	72	90	none restricted						
Chicago	43	81	none restricted						
*Chicago State	43	35	2	17	19				
Clarion	37	100	no response						
Columbia	76	97			3	12		4	2
Dalhousie	38	90	no response						
Drexel	60	75	29			60			1
East Carolina	38	63	no response						
Emporia	44	86	no response						
Florida State	67	77	10	3		47		6	1
Hawaii	39	61	none restricted						
Illinois	48	75		10		30	1		7
Indiana	61	82	1	6	24	20		9	9
Iowa	32	94		7	25				
Kent	48	83		2	43	43	3		
Kentucky	50	90		13	36	1			
*Kutztown	36	80	15	2		18			
Long Island	73	77	4				1		
Louisiana	44	66 2/3	none restricted						
*Mankato	35	75	12	10					
Maryland+	66	86	3	2	3				2
McGill	42	95	all graduate level courses						

Table III.30: Courses Listed in College Catalog by Level and Academic Year, 1987-1988 (cont.)

Schools	Courses Listed	Percent Taught	Courses Restricted to: A	B	C	D	E	F	G
Michigan	70	80							2
Missouri	46	76		18	28				
Montreal	data not available								
North Carolina	72	76	no response						
N.Car.Central	38	80		8	18	12			
N.Car.Greens	45	71		20	26				
Northern Illinois	38	64		6	32				
North Texas	55	100	none restricted						
Oklahoma	43	67	3		2	38			
Pittsburgh	174	85	24			120		28	2
Pratt	63	55			1	34	1		
*Puerto Rico	31	73							
Queens	36	68	no response						
Rhode Island	44	65	none restricted						
Rosary	52	92	no response						
Rutgers	46	91.365				57	4		21
St. John's	50	64		4					
*Sam Houston	30	75			30				
San Jose	53	70	none restricted						
*Shippensburg	28	80	none restricted						
Simmons	72	94			44				7
South Carolina	64	66	4	1		56			
South Florida	49	79.6	1	2	46				
Southern Conn.	103	84	none restricted						
Southern Miss.	61	48	6	18	39				
Syracuse	88	63	10	10	67				1
Tennessee	data not available								
Texas	81	100	2	1	1	81	81	81	2
Texas Woman's	70	75	no response						
Toronto	70	70	none restricted						
Vanderbilt	41	50							
*Villanova	66	42	none restricted						
Washington	58	81	no response						
Wayne State	42	83		11		30	1		
Western Ontario	53	49.1			9				2
Wisc.Madison	53	80	2	15		46			
Wisc.Milwaukee	52	96	2	19	31				

+All courses are available to doctoral students with permission of Doctoral Committee

BYU indicates 30 graduate and 6 undergraduate

British Columbia indicate 41 in librarianship and 11 in archival studies

Dalhousie indicate they include academic and reading courses and thesis options

Maryland indicates "umbrella" course headings

Rutgers indicates that classes may be open by special request from post masters and masters students

Texas Women's indicates that, with permission, master's students may take 6000 level courses (which count on their degree program).

Doctoral students may take 5000 level courses.

San Jose indicates that all undergraduate or master's credit is restricted

Shippensburg indicates 28 graduate and 12 undergraduate courses

Faculty Teaching Load

Table III.31 contains data related to the responses to the question on faculty teaching load. Only three schools require faculty to teach in the summer, the remainder offer that as an option.

Table III.31: Faculty Teaching Load, 1987-1988

Number of Hours Per Year	Number of Schools Reporting		
	Regular Load	Summer Load	Overload
0		1	16
0-8		1	
1-2		1	
3		5	18
3-6		5	
3-8		1	
3-9		1	
3-12		1	
4	1	1	1
4-6		1	
4.6		1	
6	2	23	4
6-9		1	
8		1	
8-16	1		
9	9	3	1
9-11	1		
12	9	3	
12-18	1		
14	1		
15	15		
16	1	1	
18	12		1
24	5		
26		1	
36	2		
78		1	
130	1		
156-169	1		
210	1		

Courses Cross-Listed with Other Units

Table III.32 contains data related to those courses indicated by the respondents as being cross-listed with some other units in their respective institutions. Many of the responses were such that it was difficult to impossible to determine the extent to which the school or the other unit had primary responsibility for teaching the various courses. The list, therefore, contains a description of the units with whom there appears to be cross-listing of courses.

Table III.32: Courses Cross-Listed with Other Units of Instruction Major Teaching Responsibility in Library and Information Science Unit, 1987-1988

Schools	Courses	Academic Units
Alberta	Storytelling,	Education
	Mat. for YA	
	Mat. for Children	
Arizona	History of Children's Lit	English
Atlanta	Sel. and Utilization of Media	Education
	Prod. of Inst. Media Mat.	Education
	Intro. to Computer Sci.	Computer Sci.
British Cola.	Lit. for Children	Education
	Lit. for Young People	Education
	Audio-visual Mat.	Education
Buffalo	International Pub.	Higher Education
Berkley	Financial Management	IDS 212
Chicago	Science of Communication	Comm. on Cognition and Communication
	Intro. to Computers	"
	Comp. Methods in Language Processing	"
	Storytelling	Education
	Reading of Adolescents	"
	Library Service to Youth	"
	Empirical Research Meth.	Behavioral Sci.
*Chicago St.	Media Resources for Teachers	Early Childhood Ed
Columbia	Oral History	General Studies
	Descriptive Bibliography	Grad. Sch. Arts & Sci
Dalhousie	Collections Management Ya Lit	Education
	Media Interests Child. Lit	"
	Media Interests	"
*East Carolina	Computers in Education	Education
Hawaii	Asian Bibliography	History
	Reading in Content Areas	Education
Illinois	Interactive Systems Design	Educational Psych.
Iowa	Lit. and Storytelling for Children	Education
Kentucky	Info Storage and Retrieval	Comm/Journalism/ Telecom.
Long Island	Interdivisional Database Searching	Education

Table III.32: Courses Cross-Listed with Other Units of Instruction Major Teaching Responsibility in Library and Information Science Unit, 1987-1988 (cont.)

Schools	Courses	Academic Units
LSU	Automation of Bibliographic Control Systems	Computer Sci.
	Info. Science	"
	Abstracting and Indexing	"
	Online Info. Retrieval	"
Michigan	Teaching Role of School Lib. Media Specialist	Education
	Music Bibliography	Music
	Problems in the Admin. of Archives	History
	Archives and Records Man.	"
	History of Books and Printing	"
Missouri	LS342	Education
UNC	Info. Systems in Language Research	Computer Sci
	Natural Language Proceeding	"
	Info. Retrieval	"
UNC-Central	Computer-Based Storage and Retrieval	Psychology Public Administration
N. Illinois	LIBS 362X	CIEI 362
Oklahoma	Government Public.	History
Pitt	Info. Communication and Coding Theory	Intelligent Sys. St. Program
	Intr. to Parallel Distributed Processing	"
	Natural Language Processing	"
	Artificial Intelligence	"
	Doctoral Seminar	"
	Research Seminar-Foundations	"
Rosary	Business Info. Sources +	Grad. Sch. of Bus
	Administration +	"
	Organization of Info	"
Rutgers	Mat. for Children	Grad. Sch. of Ed
	Mat. for YA	"
	Mat. for Adults	"
St. John's	Print and Non-Print Curricular Mat. for Child.	Ed. and Human Ser.
	Lib. Programs for Children and YA	"
	Contemporary Lit for Children and YA	"
	Creating Basic Audiovisual Media	"
	Mat. and Ser. to Special Users	"
	School Media Centers	"
*Shippensburg	Books and Mat for Children++	Teacher Ed
	Books and Mat for YA ++	Teacher Ed

Table III.32: Courses Cross-Listed with Other Units of Instruction Major Teaching Responsibility in Library and Information Science Unit, 1987-1988 (cont.)

Schools	Courses	Academic Units
Southern Miss	Audio-Visual Media and Equp.	Research and Found. Col. of Ed and Psychology
	Inst. Styles and Models in Media Programs	"
	Film and Television in Media Programs	"
	Instructional Television	"
	Problems in Sch. Lib. Media Center Ad.	"
	Ad. of Media Centers	"
	Trends in Inst. Tech.	"
	Selection and Org. of Media Resources	"
	Design and Prod. of Media Materials	"
	Adv. Media Prod. Techniques	"
Texas	Visual Resources Collection	Fine Arts
Toronto	Info. Resources for Engineering and Sci.	App. Sci. and Engineering
Vanderbilt	Info. Management System	None given
	Computer Based Info Ser.	"
	Microcomputer Software Pkg	"
Washington	Info in the Public Policy Making Process	Sch. of Public Affairs
Wayne St.	Oral History	History
	Intro. to Archival Meth. I	"
	Intro. to Archival Meth. II	"
	Conservation and Ad. of Photographic Collections	" "
	Principles and Practices of Archival Lib. Conservation	"
Wisc.-Mad	422,431,620	Curriculum and Inst
	671,672, 734, 976, 977	History
Wisc.-Mil	Intro to Instructional Tech	Curriculum and Inst
	Production and Util of Media	"
	Supervision of Inst Media Pro	"
	Map Librarianship	Geography

+ These courses are taught by GSLIS faculty members in the GSB as well as GSLIS. Technically these are not cross-listed but this will probably be changed.

++ Not cross-listed but required of majors in Teacher Ed. Dept.

Table III.32: Courses Cross-Listed with Other Units of Instruction
Major Teaching Responsibility in Other Unit,
1987-1988

Schools	Courses	Academic Units
Albany	Computing and Disability	Social Welfare, Psych,Comp Sci
Alberta	School Librarianship	Education
Arizona	Media in Instruction	Teaching and Teachers Ed
	Children's Lit in Spanish	Span. and Port.
	Mexican Am. Lit	"
	Info Sources for Agricultural Scientists	Plant Science
	Coordination of Inst. Media Programs	Teaching and Teachers Ed
	Prep. of Inst Mat	"
	Intro of Grad. Study in Music	Music
British Cola.	Canadian Historiography and Historical Method	History
Dalhousie	Management Info. Systems	Business Ad.
	Planning and Dev. of School Lib. Programs and Services	Education
Hawaii	Music Bibliography	Music
Iowa	History of the Book	Journalism, Eng
*Kutztown	Microcomputers for Educators	Audio-Visual Communication
	Microcomputers in Ed	"
	Development of Projected Instructional Materials	"
LSU	Info Retrieval Systems	
Oklahoma	Tech. of Ed. Communication	Education
Pitt	Change in the Schools - The Instructional Consultant Role	CURRS Education
	School Law	Ad. and Policy Studies
	Leadership in Improving Communications Istr.	Humanities Ed
	Foundations of Special Ed	Special Ed
	Foundations of Educational Psychology	Psychology in Ed
Texas	Latin Paleography	Eng/Classics
	Sem. in Found. for Lib. and Info. Studies	English
Toronto	Curriculum Theory and Design	None given
	Research Project for School Librarians	"
Vanderbilt	Books and Related Mat. for Children	Education
	Books and Related Mat for Youth	"

Table III.32: Courses Cross-Listed with Other Units of Instruction Major Teaching Responsibility in Other Unit, 1987-1988 (cont.)

Schools	Courses	Academic Units
Wayne St.	History of Children's Lit	Elementary Ed
	Storytelling	"
	Instructional Design	Instructional Tech.
	Instructional Materials Workshop	"
	Using Audiovisual Methods Materials and Equipment	"
	Survey and Analysis of Lit for Younger Children	Elementary Ed
	Survey and Analysis of Lit for Older Children	"
	Literature for Adolescents	English Ed
Wis.-Mil	Children's Literature	Curriculum and Instruction
	Reading Interests of Adolescents	"
	Seminar in Bibliography and Textual Criticism	English

Curriculum Committees

Respondents were asked to describe the composition of their standing committees on curriculum. Table III.33 presents the data related to their responses. Only one school indicated that they did not have a curriculum committee. Only two schools indicated that they gave faculty some compensation for curriculum related activities. Florida State provides the Dean for Instruction 50% release time for curriculum related activities and Alabama gave four faculty members release time from one course each to develop their new Ph.D. curriculum.

Table III.33: Curriculum Committee Members by Categories, 1987-1988

	Programs	
Categories of Members	ALA-PRO	NOT-ALA
Faculty	57	5
Staff	19	
Students	42	3
Alumni	9	
Practitioners	6	1
Others	3	1

Table III.34: Curriculum Committees, by Composition, 1987-1988

Committee Composition	Programs ALA-PRO	Programs NOT-ALA
Faculty only	10	2
Faculty, staff	5	
Faculty, students	20	1
Faculty, students, others	2	1
Faculty, students, alumni	3	
Faculty, students, alumni, practitioners	1	
Faculty, students, staff	6	
Faculty, students, staff, others	1	
Faculty, students, staff, practitioners	2	
Faculty, students, practitioners	2	1
Faculty, students, staff, alumni	4	
Faculty, students, staff, alumni, practitioners	1	

Curriculum Changes

Table III.35 contains information related to changes made in curriculum within the last year. Following the table are specific changes as indicated by the individual schools.

Table III.35: Curriculum Changes Made within the Past Year, 1987-1988

Type of Changes	No. of Programs Reporting that Change	
	ALA-PRO	NOT-ALA
New Courses Added	29	4
Courses Dropped	20	2
Added new programs	5	1
Revised Total Curriculum	2	3
Reviewed Total Curriculum	9	2
Revised Specific Curriculum Areas	10	2
Reviewed Specific Curriculum Areas	15	1
Taught Experimental/Trial Courses	26	1
Other Changes	7	2

Specific Changes

Listed below are the specific course and program changes indicated by the respondents. The changes are listed by school. Titles were copied from the questionnaire as the respondents listed

them except that occasionally the complete title appears in this list when only abbreviations were used on many questionnaires.

New Courses

Alabama
Seminar in Research Design
Studies in Knowledge and Information
Seminar in Research Methods

Arizona
Introduction to Micro. Computers in Libraries
Cartographic Information Management
Human Factors in Information

British Columbia
Topics in Specialized Literatures and Materials
Reference and Information Services
Topics in the Management of Libraries and Archives

U. of Chicago
Information Management in Organizations
Text Algorithms

Columbia
Reprography in Libraries and Archives
Communications and Society
New Technologies and Libraries
Descriptive Cataloging
Subject Analysis
Visual Resources in Archives and Research Libraries
Technical Services in Libraries and Information Centers

Dalhousie
Collections Managements
Database Systems and Management

Emporia
Repackaging Information

Hawaii
Information Sources for Hawaiian Studies
Introduction to Archives and Records Management
Seminar in Archival Studies
Management of Libraries and Information Centers
Administration of Public Libraries
Administration of Special Libraries

Iowa
Library Materials for Children
Library Materials for Adolescents

Kentucky
Computer Technology in Libraries and Information Centers
Archives and Manuscripts Management

Kent
Information Technology in Libraries

LSU
Library User Instruction

Mankato
Technology in Action
Global Education in Media Center/Video Tapes in a Global Classroom
Censorship Issues

Maryland
Inventing and Designing Information Products and Services

McGill
The Making of Public Policy Relating to Libraries

UNC
Telecommunications Systems
Collection Development in Public and Small Academic Libraries
Seminar in Theory Development

Oklahoma
Structure Organization of Subject Lists
Library Automation

Pitt
Information Storage and Retrieval
Information Communication and Coding Theory
Local Area Networks
Telephone Systems
Switching Systems
Voice and Data Telecommunication
Thesis
Res. Seminar Foundations
Library Services to the Aging
Systems Amal., Design and Evaluation
Library Cooperation and Network
Library Services for Children and Young Adults
Seminar in Information Counseling

Pratt
School Media Centers
Librarian and Moving Image
Modern American Book Publishing
Libraries and Moving Images

Queens
Technology of Information

Rhode Island
Public Library Services to Youth

Rutgers
Introduction to Publishing

St. Johns
Practical Conservation and Preservation of Library Materials

Shippensburg
Microcomputers in Libraries
Information Technology in Libraries
Practicum in the Administration of Small Libraries/Media Centers

Simmons
National Information Policy
Online and Optical Information Services
Emerging Technology and Media Center

Texas
Omnibus course title
Library and Information Science
Designing and Producing Learning Materials
Information Resources and Services for Hispanic Americans
Seminar in Information Resources and Services for Children and Young Adults
Problems in Online Information Resources
Database Management Principles and Applications
Microcomputers in Small Libraries
Biomedical Informatics
Organization, Design, and Behavior
Management of Library Automation

Toronto
Representing Information Through Computer Graphics and Sound
Resources and Collections

Villanova
Computer Programs for Children
Telecommunications
Desktop Publishing

W. Ontario
Doctoral Program:
Special Topic: Bibliometrics

Wis-Mad
Seminar in Information Storage and Retrieval
Seminar in the Foundations of Library and Information Studies

Wis-Mil
Integrating Storytelling into School Curriculum
Appleworks for Libraries and Schools

Wayne St.
Education Technology

Courses Dropped

Albany
Media Equipment and Use
The Book in America
Popular Culture and Libraries
Information Services to Business
Administration of School Media Centers

Arizona
Automated Alternative to the Library
Indexing and Abstracting

Columbia
Community Services Field Work
Photoproduction of Library Materials
Current Problems in Tech. Services
Advanced Cataloging and Classification
Popular Culture

FSU
Library Use-Undergraduate
Introduction to School Library Media Center
Audio Visual Management in Libraries
Classification and Cataloging
Administration of School Media Center
Basic Reference Sevice
Mass Media and Libraries
History of the Book

Iowa
Children's Literature (cross-listing with Education)
Adolescent Literature "

Kent
Children's Literature to 1900
Newspaper and Mass Media Librarianship

Unc
Reading Interest and Guidance for Children and Young Adults
Adult Materials in Library

Oklahoma
Literature Act. Children and Young Adult
Selection and Evaluation of Information Resources

Pitt
Sociology of IS
Foundations
Diagnostics
Telecommunications Overview
Network Concepts
Information Display
Practicum
Practicum: Telecommunications
Resource Seminar: Basic Science
Seminar: Mathematical Models
Behavior and Communications
Copyright
LIS in Development Count.
Folklore
OCLC
Ind. Res.-Tech Services
Ind. Res. - Administration
Communication Res. and Tech.

Pratt
Technical Writing for Librarians
Information Theory

Sam Houston
Academic Library Administration
Public Library Administration
Index., Abstract., and Networking
Special Library Administration

Simmons
Adv. Online Database Searching

USC
Modern Publishing
History of Printing

S. Conn
History of Children's Literature
Film Programming in Libraries
Corporate Information Management
School District Media Program Management
Producing Instructional Media
Motion Picture Production
Photoproduction Techniques for Technology
Producing Instructional Systems

Texas
Cataloging and Classification
Library Development in Latin America
History of Books and Printing
History of Libraries
Personnel and Financial Administration in Libraries

Texas Women's
Printing, Publishing, and Book Distribution

Toronto
The Process of Human Communications
Collection Development and Evaluation
Characteristics for Information Structures
Design and Evaluation of Automated Systems
Information Organization and Retrieval
Economics of Library Development

Wayne St.
Issues in Librarianship
History of Children's Literature
Principles and Practices of Archival and Library Conservation

W. Ontario
Doctoral program: Special Topic in Bibliographical Control
Special Topic in Library and Information Science: Bibliometrics and Scholarly Communications

Wis-Mad
Seminar in Public Library Reader Services
Comparative Librarianship
Seminar in Education for Library and Information Studies
Evaluation of Libraries
Young Adult Literature for Schools
Teaching Children's Literature in Elementary and Middle Schools

New Programs

Alabama
PH.D. in Librarianship

Catholic
Joint degree program in Greek and Latin M.A./M.S.L.S.

UNC
New track added to program - Master's in Info. Science

Pratt
School Media Program

Rosary
MS/MIS to be offered partly with GBS

Shippensburg
Redefinition of graduate program

Total Curriculum Reviewed

Alberta
Course titles and descriptions

Atlanta
In preparation for change of name of the program and degree and some course titles and descriptions

Columbia
MS Program/DLS program

Indiana
Of required courses

McGill
underway

Rosary
initiated

Sam Houston
yes

Shippensburg
BSED major and minor in Library Science dropped by Shippensburg University administration

W. Ontario
External Review by Ontario Council of Graduate Studies of Master's and Doctoral Program

Areas of Curriculum Revised

UNC
field experience

Puerto Rico
Approved by the Academic Senate April 1988

Sam Houston
partial

St. John's
Students required to choose a concentration beginning with 1988-89

Areas of Curriculum Reviewed

Buffalo
school library media specialization

Columbia
all courses offered by Program of Study

Dalhousie
Information Sources Courses
Courses in Humanities/Social Sciences and in Business/Science and Technology and Government Documents, Health Sciences Literature and Legal Literature

Drexel
Undergraduate information systems program

Emporia
Prerequisite requirements

FSU
Information Science

Illinois
Ongoing review of required courses

Indiana
Required courses

Kent
Core courses

Long Island
School media program/college and university library program

UNC
Field experience

Oklahoma
Elective courses

Pitt
LS-Review of electives, field placement and requirements for doctoral program IS - Review of Telecommunications curriculum and doctoral program

Sam Houston
all

S. Miss
Information science

Texas Women's
Reference instruction

Total Curriculum Revised

Drexel
Undergraduate distribution requirements

Emporia
Elimination of emphases/tracks, thesis guidelines revised

N. Illinois
Three course numbers changed: Foundations, intro. to Information Science, Library Organization and Management

Pitt
Addition and deletion of courses in LS and IS

Puerto Rico
Core research, Information Science

Queens
Introduction to Technical Services - New changed from Technical Services and Descriptive Cataloging

Rhode island
Information Science for Librarians

Sam Houston
Special, Public, Academic

S. Mississippi
Information science

Washington
Law Librarianship reallocated 14 credit hours within 4 courses. 557 changed from 2 to 4; 558 changed from 4 to 3; 577 changed from 5 to 4

Wayne St.
Course titles reviewed. Content remained the same 12 course titles changed 1 course changed to Lab section of core course.

Experimental Courses

Alberta
Special topic - Medical Librarianship

Atlanta
Medical Librarianship

Arizona
Audiovisual Theory and Practice
Scholarly Communication
Evaluation of Library Services
Electronic BBS Systems in Libraries

California, L.A.
African American History and Culture
Contemporary Information Industry and the Distribution of Information

Emporia
Dean's Seminar

FSU
Business Ref. Service

Illinois
Econ. of Info.
Interactive Systems Design
Soc. Aspects of Mass Media
Information Books for Children
Telecommunications
Conservation and Preservation
Research Methods (MS)
Library Use Instruction
Personnel Issues in Information Management

Indiana
Database Design
Workshop in Bibliographic Instruction

Iowa
Management of Technical and Serials Services

Maryland
Implementation of the New AASL/AECT National Standards
Principles of Human-Computer Communication
Tech. Services for Small Libraries

McGill
Information: Use and Users
Information Storage and Retrieval Systems

UNC
Telecommunication in the School Library Media Center
Expert Systems
Marketing of Library and Information Services

NC Central
Statistical Methods
Ethnic Materials for Children and Young Adults

NC-Greens
Storytelling
Materials for Critical Soc. Issues, K-12
LST 688 courses Info. Retrieval BR5
Preservation
Personnel Administration
Critical Thinking Skills K-8

N. Illinois
Marketing and Public Relations for Libraries

Oklahoma
Library Automation
Seminar: Special Libraries

Pitt
LS Records Management

Puerto Rico
Creation of Databases
Advanced Topics in Information Science

Rhode Island
Information Storage and Retrieval

Rutgers
Methods for Effective Searching
History of Children's Literature
Information Problems and Information Instruction

Simmons
Optical Tech. and Information Management
Literacy

USC
The New Literacy: Computer Awareness
Genealogy
Public Services for Library Tech.
Storytelling
History of Children's Literature
American Children's Books - 1800's
Educational Software in Schools
SC Book Awards Programs in Schools

S. Miss
serials

Syracuse
Administration and Use of Special Collections
Ethics for Information Professionals

Texas Women's
Research on Women in Librarianship
Computerized Information Services
Managing the Small Library
Trends in Programming for Children and Young Adults

Washington
Management of Information Systems
Collection Development
Introduction to Relational Databases

Wayne St.
Afro-American Bibliography

Wis.-Mad
Conservation and Preservation
Bibliographic Instruction
Popular Culture
Conservation and Preservation Management
Women's Issues in Librarianship

Wis. -Mil
Computer Graphics for Media Production
Planning and Designing Pre-School Parenting Programs for the Library
Law Library Administration
International Children's Literature

Other Changes

Arizona
Library Collection Development;
Foundation of Library Information Services;
Research Methods change from 2 to 3 units
Literature for Children's Libraries - change title, units from 3 to 3-3, a-b sequence

California, L.A.
African American Bibliography
Information Retrieval Systems
Contemporary Children's Literature
Interpersonal Communication
Issues in Library Systems

Buffalo
Proposal for PH.D. in Library and Information Science approved on our campus - submitted to SUNY Central Headquarters in Albany for approval

Iowa
Revision of school media specialist certification program to meet new state requirements

*Kutztown
New selected topics course as the title varies

Maryland
Course descriptions reviewed for erroneous and out-of-date information. Some were rewritten by appropriate faculty

Rhode island
Changed LSC 549X to LSC549 (new course)

Sam Houston

Change in course titles
from Foundations of Library as Information System
to Management of Libraries as Information Systems
from Library Materials for Children
to Literature for Children
from Library Materials for Young Adults
to Literature for Young Adults

USC

Foundations of Administration of Lib., Info., Media Program increased from 2 to 3 credit hours
Post Secondary Inst. Libraries: Title changed to Academic Libraries

Vanderbilt

Changing the program to emphasize learning theory and technology in the library environment

Under Consideration

Table III.36 contains the data as reported by respondents related to curriculum changes under consideration. Following the table is a list of the specific changes indicated by the respondents.

Table III. 36: Curriculum Changes Under Consideration, 1987-1988

Category of Change	Number of Schools	
Integrated core	8	2 non-ALA
Sixth year-Post-Master's	2	
Doctoral program	6	
Two-year Master's program	3	
Other joint Master's programs	6	1 non-ALA
Others	27	1 non-ALA

Developed doctoral course

Albany
Initiation of a new 45 credit MS program projected for 1990

Alberta
Change name of Faculty, degree, course titles and descriptions

British Columbia
Master in Archival Studies program and curriculum is being substantially reviewed

California, L.A.
Curriculum is under continuous revision

Catholic
- Renumbering of courses to open up more for undergraduates and to differentiate basic courses from advanced courses

Chicago State
- Speech(Radio and TV) change in degree name to MLS

Columbia
- From 9 credits required to 15 required (3 courses to 5 courses)in core courses.
- From 36 to 48 credits (12 courses to 16)in master's courses.
- Some curriculum changes are planned including increasing the number of required courses and the addition of new courses.

Dalhousie
- In 1987/88 for 1 year only students took 9 required courses. Collections Management became a required course while 2 Information Sources courses became electives (Humanities and Social Sciences / Business, Science and Technology). In 1988/89 students will revert to a program of 10 required courses plus 6 electives. Only one Information Sources course will be required. Students will be advised to take at least 2 electives from the Information Sources areas. Collections Management will remain as a required course.

Emporia
- Add doctoral program
- Offering courses via video, satellite and weekend intensive format

FSU
- Development of an Information Systems Specialist concentration
- Revision of required and elective courses in various areas of concentration.

Illinois
- Review of all courses with recommendations to drop courses no longer taught and renumbering of several experimental courses to give them regular course status. Addition of a new experimental course in grantsmanship
- Establishment of master 2 year course schedule to assure timely offering of courses.

Indiana
- Review of Introduction to Information Science

Kent
- Consideration of appropriate courses in information science to be added to curriculum. 2 year plan for making these additions is in the works.

Kentucky
- Consolidation of 3 multimedia courses into a single course
- Addition of course in computer systems analysis and design

Long Island
- Adding doctoral program

LSU
- Adding joint master's degree with Art History
- Adding The Illustrator As Storyteller: An Analytical Approach to Children's Books Illustrations
- Media and Services for Young Adult
- Delete Printing and Publishing

McGill
    Complete curriculum review
Mankato
    200 hour internship activities for media journalist
Missouri
    Library Information Systems from 5 hours to 3 hours required plus 2 prerequisite courses IS 101 or pass proficiency exam in Is 101.
North Carolina - Central
    Changing requirements for courses in children's and young adult services
Northern Illinois
    Adding sixth year or post-master's program
Northern Texas
    All current core courses are under review for inclusion in the core as well as the appropriateness of their content
    Make computer proficiency a requirement outside the program
Pratt
    Major revisions underway 1988-89
Pitt
    Modifications in LS doctoral program
Puerto Rico
    Changing master's from 36 to 42 units
    Combine 2 cataloging courses into 1 - from 15 to 16 credits
    Add research methods course to core
    Add credit to Foundations Courses
    All these changes are part of the curriculum revision approved by the Academic Senate in April 1988 and which will be put into effect starting with the next group of students admitted to the program which will be in the fall of 1989.
Rosary
    Curriculum review process initiated
    Consequences may preclude almost any of the above
Rutgers
    Total MLS Curriculum Review. Possible extension of length of MLS. Possible addition of end-of-program student assessment.
Shippensburg
    Microcomputers in Libraries
    Online Database Searching
Simmons
    Total curriculum review
St. John's
    Government and Politics MA and MLS
Sam Houston
    Emphasis on school librarianship
San Jose
    New courses, new tracks
South Florida
    Revising school library media certification program and considering new specialities
S. Connecticut
    Distance Education via telecommunications
S.Mississippi
    Revising Courses

Texas Women's
    Review of Master of Arts program, goals and possibly course content changes
Toronto
    Offer new master's in information science to begin by Sept 1988 - No new applications being accepted for Master of Arts (Teaching) Program to become inactive Sept. 1989
Vanderbilt
    Major changes to include learning theory and technology are under consideration
Wayne St
    Adding doctoral program in exploration stage
    Cooperation with the College of Business in information studies area
    Investigating potential of bachelor's program
    Closer cooperation/review of school library courses cross-listed with the College of Education because of Information Power
Wis.-Mad
    May require master's degree research methods course Fall 1989.
    May add 6 hour making a total of 42 for the Master's program
Wis-Mil
    Add computer technology to the core
    Proposal to add a doctoral program in Informatics
    English ILIS with emphasis on the humanities and special collections

INCOME AND EXPENDITURE

John N. Olsgaard

and

Fred W. Roper

This section of the report provides a descriptive analysis of the data pertaining to the financial status of ALA-accredited schools of library and information science. Reports were received from eight of the schools which do not hold accreditation. Each category of response is reported separately.

Complete financial data were received from only 56 of the 60 eligible ALA-accredited schools. One survey which contained incomplete data was not included in the narrative summary but is included in the listing for all schools. The schools which did not return or fully complete the financial section of the report are included in the complete tables of income and expenditures. Tables IV-19 and IV-20, and in institutional benefits, Table IV-21.

The 1986 report contained new numbering for tables in the financial section, and the same numbering has been used again in 1989. In order to enable the reader to make easy comparisons of the present data with those of previous years, a conversion chart for the same tables in earlier report years is again presented as Appendix I.

FUNDING: AMOUNTS AND SOURCES

A total income of $53,011,067 was reported by 56 schools; this represents an average income of $946,262, as shown in Table IV-1. For the third year in succession, the percentage of increase demonstrates real income growth even when a margin for inflation is subtracted. Funding for the schools ranged from a high of $4,391,894 to a low of $325,128. The median income in 1987/88 was $713,797, which represents a increase of 7.5 percent over the previous year's median income.

Table IV-1

TEN-YEAR FUNDING LEVELS

Year	N	Total Income	Average Income	Increase
1978/79	55	$ 29,673,014	$ 539,509	10.7%
1979/80	57	31,670,446	555,622	3.0
1980/81	68	38,722,203	569,444	2.5
1981/82	65	39,610,756	609,396	7.0
1982/83	61	40,646,371	666,334	9.0
1983/84	64	43,749,612	683,588	2.6
1984/85	56	40,026,720	714,763	4.6
1985/86	54	42,645,479	789,731	10.5
1986/87	55	47,974,731	872,268	10.4
1987/88	56	53,011,067	946,626	8.5

(N = Number of schools reporting total income)

The average income continues to increase, although in 1987/88, the rate of increase was lower than that of the previous year. A review of the percentage of increase or decrease for individual schools is reported in Table IV-2.

Table IV-2

PERCENTAGE OF INCREASE/DECREASE IN INCOME*

N = 54

Percentage	Increase	Decrease
1-5	8	2
6-10	12	4
11-15	4	4
16-20	7	2
21-25	3	-
26-30	4	1
31-35	1	-
36-40	-	-
41-45	-	-
46-50	-	-
51+	1	-
Total	40	13

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* 1 school reported no percentage change

The number of schools receiving increases in total income is smaller for 1987/88 than for 1986/87: 40 received increases in 1987/88 as opposed to 44 in 1986/87. The number of schools receiving decreases grew by 44 percent: from 9 in 1986/87 to 13 in 1987/88. 50 percent of the increases fell in the 1-10 percent range for 1987/88.

The frequency distribution of the total income for ALA-accredited schools is contained in Table IV-3, which shows an increase of four schools in the number reporting income over $1,000,000 (19 in 1987/88; 15 in 1986/87). At the lower end of the spectrum, the percentage of schools reporting incomes under $600,000 continues to decrease: 36 percent in 1987/88 as opposed to 42 percent in 1986/87 and 44 percent in 1985/86.

Table IV-3

FREQUENCY DISTRIBUTION OF TOTAL INCOME

N = 56

$ 4,000,000+	1
3,000,000+	-
2,900,000+	-
2,800,000+	-
2,700,000+	-
2,600,000+	-
2,500,000+	-
2,400,000+	-
2,300,000+	-
2,200,000+	-
2,100,000+	-
2,000,000+	-
1,900,000+	2
1,800,000+	3
1,700,000+	-
1,600,000+	-
1,500,000+	2
1,400,000+	4
1,300,000+	3
1,200,000+	0
1,100,000+	2
1,000,000+	2
900,000+	2
800,000+	1
700,000+	7
600,000+	7
500,000+	8
400,000+	7
300,000+	5
200,000+	-
100,000+	-

In Table IV-4, the sources of funds for ALA-accredited schools are described for the ten-year period 1978/79 - 1987/88. Although the largest percentage of funding continues to come from the parent institution, the decrease, which began in 1982/83 and has continued with the exception of 1984/85, is still present. This general pattern of percentage decline was also true for the category of federal funding. The percentage of income from "other" sources continues its increase, reaching its highest level in the ten-year period--from 2.96 percent in 1978/79 to 8.87 percent in 1987/88.

Table IV-4

SOURCES OF FUNDS, 1978/79 - 1987/88

		Parent Institution		Federal Funds		Other	
Year	N	Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total
1978/79	55	$ 459,025	85.08	$ 64,513	11.96	$ 15,836	2.96
1979/80	57	486,157	87.50	43,982	7.90	25,572	4.60
1980/81	68	500,008	88.67	40,871	7.25	23,008	4.08
1981/82	65	553,696	90.85	29,731	4.87	25,968	4.28
1982/83	61	584,903	87.78	47,614	7.15	33,817	5.07
1983/84	64	597,431	87.40	42,028	6.15	44,129	6.45
1984/85	56	634,794	88.81	39,585	5.54	40,384	5.65
1985/86	54	691,888	87.61	41,738	5.29	56,105	7.10
1986/87	55	752,831	86.31	53,882	6.18	65,554	7.51
1987/88	56	812,320	85.81	50,319	5.32	83,987	8.87

Table IV-5 depicts the frequency distribution of income from the parent institutions in 1987/88. These figures ranged from a high of $3,379,283 to a low of $314,997. The numbers of schools reporting support from the parent institution in amounts under $300,000 continue to decrease: zero in 1987/88; one in 1986/87; two in 1985/86; four in 1984/85; and ten schools in 1983/84. Seven schools reported support in amounts under $400,000 as opposed to six in 1986/87; ten in 1985/86 and 13 in 1984/85. Only 16 schools reported support under $500,000 as opposed to 19 in 1986/87. Conversely, two additional schools reported support in an amount over $1,000,000: 13 in 1987/88; 11 in 1986/87 and ten in 1985/86. Of these 13, ten schools were from the United States and three from Canada.

Table IV-5

FREQUENCY DISTRIBUTION OF INCOME FROM PARENT INSTITUTION

N = 56

$ 3,000,000+	1
2,900,000+	-
2,800,000+	-
2,700,000+	-
2,600,000+	-
2,500,000+	-
2,400,000+	-
2,300,000+	-
2,200,000+	-
2,100,000+	-
2,000,000+	-
1,900,000+	-
1,800,000+	1
1,700,000+	1
1,600,000+	-
1,500,000+	-
1,400,000+	1
1,300,000+	4
1,200,000+	4
1,100,000+	-
1,000,000+	1
900,000+	3
800,000+	4
700,000+	5
600,000+	6
500,000+	9
400,000+	9
300,000+	7
200,000+	-
100,000+	-

Schools were again asked to indicate if there was any special basis for receiving funding from the parent institution, such as FTE, credit hours generated, or head count. Table IV-6 provides the responses received from the ALA-accredited schools.

Table IV-6

BASIS FOR FUNDING FROM PARENT INSTITUTION

	YES
FTE	12
Credit Hours	12
Head Count	3
Other	14

(Does not add up to 57. Not all schools responded and some schools indicated more than 1 basis.)

In 1987/88, five fewer schools reported federal funding than in 1986/87. The average amount of funding increased by approximately $6,000. It should be noted that the median for federal funding is $24,732 as compared with $16,000 in 1986/87; and $28,000 in 1985/86. Eight schools reported more than $100,000 in federal funding, and this accounts for the high average. This is the third year in which there has been an increase in federal funding, and the average amount this year is the second highest since 1982/83.

Table IV-7

AVERAGE FEDERAL FUNDING, 1978/79-1987/88

(Excludes those who reported no federal funding)

Year	Number*	Average Amount
1978/79	36/55	$ 98,561
1979/80	39/57	64,149
1980/81	41/68	56,738
1981/82	39/65	49,552
1982/83	35/61	82,984
1983/84	44/64	61,131
1984/85	41/56	54,068
1985/86	38/54	59,312
1986/87	40/57	74,371
1987/88	35/57	80,510

*Indicates actual number of schools receiving funds/total number reporting.

The range of federal funds in 1986/87 went from a high of $581,610 to a low of $1,244 (1986/87: $648,552 to $326). Table IV-8 reports the frequency distribution of income from federal funding.

Table IV-8

FREQUENCY DISTRIBUTION OF INCOME FROM FEDERAL FUNDING

N = 35

$ 700,000+	-
600,000+	-
500,000+	1
400,000+	-
300,000+	1
200,000+	2
100,000+	4
90,000+	2
80,000+	-
70,000+	1
60,000+	2
50,000+	2
40,000+	1
30,000+	1
20,000+	7
10,000+	4
9,000+	1
8,000+	3
7,000+	1
6,000+	-
5,000+	-
4,000+	-
3,000+	1
2,000+	-
1,000+	1
<1,000	-

Differences in income between schools with doctoral programs and those without continue to be examined. Table IV-9 shows that the total mean income for schools with doctoral programs continues to be more than two times as high as that of schools not offering the doctorate.

Table IV-9

SOURCES OF FUNDS FOR SCHOOLS WITH/WITHOUT DOCTORAL PROGRAMS, 1987/88

		Parent Institution		Federal Funds		Other		Total Income
Category	N	Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total	Average Amount
Doctoral Program	23	$ 1,176,931	82.84	$ 95,468	6.72	$ 148,305	10.44	$ 1,420,704
No Doctorate	33	558,197	90.59	18,851	3.06	39,160	6.35	616,208

Income data for the ALA-accredited schools were first examined by geographic regions in 1982/83; these data are again presented in 1987/88 according to the regional listings used by the American Library Association's Committee on Accreditation. Table IV-10 reports these data.

Table IV-10

REGIONAL DISTRIBUTION OF TOTAL AVERAGE INCOME FOR 1987/88

		Parent Institution		Federal Funds		Other		Total Income
Region	N	Average Amount	% of Total	Average Amount	% of Total	Average Amount	% of Total	Average Amount
Canada	7	$1,017,526	92.59	$ 42,612	3.88	$ 38,743	3.53	$1,098,881
Northeast	16	911,573	80.84	90,857	8.06	125,170	11.10	1,127,600
Southeast	11	646,232	85.45	48,325	6.39	61,699	8.16	756,256
Midwest	12	769,247	87.46	26,767	3.04	83,526	9.50	879,540
Southwest	5	615,947	87.30	10,687	1.51	78,919	11.19	705,553
West	5	872,565	89.47	31,929	3.27	70,756	7.26	975,250

Northeastern US schools continue to receive a smaller percentage of support from the parent institution than do their counterparts in other areas of the US. The schools in this area also continue to report the highest average income in the US. Increases in the percentage of federal funding were seen in the midwest and the west. The other regions of the US showed decreases in the percentage of federal funding.

EXPENDITURES: TYPES AND AMOUNTS

The 1987/88 expenditures by category for member schools are shown in Table IV-11, along with mean expenditures, ranges, and percent of total.

Table IV-11

1987/88 EXPENDITURES OVER SEVEN MAJOR CATEGORIES

Category	Amount	Average	% of Total	High	Low
Salaries and Wages (N = 56)	$41,139,787	$734,639	77.96	$3,362,236	$231,663
Teaching and Admin. (N = 57)	5,223,006	91,632	9.90	453,921	6,325
Library (N = 19)	646,093	34,005	1.22	164,835	500
Research (N = 23)	1,464,462	63,672	2.77	356,035	1,000
Student Aid (N = 47)	2,786,548	59,288	5.28	400,505	500
Continuing Education (N = 31)	857,463	27,660	1.62	186,032	500
Other (N = 22)	658,798	29,945	1.25	130,257	644
TOTAL	$52,776,157	$1,040,841	100.00		

A comparison of these figures with those reported for 1986/87 shows increases in expenditures in all categories with the exception of Research. The largest increases were shown for Continuing Education, 65 percent; Library Support, 20 percent; and Teaching and Administration, 18 percent. While it is encouraging to note the increases that did occur, it is of concern that Research expenditures decreased by 25 percent.

Questions relating to the library and information science library facilities were again included in 1987/88. Schools were asked to indicate if they had a separate library; whether the library received its major support from the school; whether the librarian was funded by the school; and if the library was administratively a part of the main library. Table IV-12 displays the responses.

Table IV-12

LIBRARY FACILITIES IN 1987/88

	Separate	Major Support from Library School	Funding for Librarian from Library School	Part of Main Library
Yes	30	12	9	22
No	27	28	31	12

Table IV-13 shows the amount of support given to the library by those schools which reported library support as a direct budget line.

Table IV-13

LIBRARY SUPPORT FROM SCHOOLS IN 1987/88

	Non-Personnel (N = 19)	Personnel (N = 18)
Mean	$ 34,005	$ 72,350
Median	21,704	32,120
High	164,835	319,102
Low	500	6,240

Schools were asked to indicate the allocation of salaries and wages among four categories: faculty, specialist, clerical, and students. Table IV-14 provides the distribution for all schools plus a comparison for those with and without the doctoral programs.

Table IV-14

ALLOCATION OF SALARIES AND WAGES, 1987/88

	Faculty			Specialist			Clerical			Students		
	Total	Mean	% of Total	Total	Mean	% of Total	Total	Mean	% of Total	Total	Mean	% of Total
All Schools (N = 56)	$28,227,853	$504,069	76.15	$2,810,028	$50,179	7.58	$3,392,928	$60,588	9.15	$2,639,777	47,139	7.12
Doctoral Program (N = 23)	15,935,093	692,830	72.03	2,198,540	95,589	9.94	2,117,246	92,054	9.57	1,872,533	81,414	8.46
No Doctoral Program (N = 33)	12,292,760	372,508	82.25	611,488	18,530	4.09	1,275,682	34,604	8.53	767,244	23,249	5.13

The means increased for all categories, with the exception of the Specialist category (for all schools, $50,179 in 1987/88; $50,976 in 1986/87; $37,935 in 1985/86). Doctoral programs increased spending in all categories including the Specialist category.

A review of the teaching and administration expenses by category is provided in Table IV-15.

Table IV-15

TEACHING AND ADMINISTRATION EXPENSES

Category	Mean	High	Low
Supplies (N = 56)	$ 12,577	$ 47,141	$ 910
Communication (N = 53)	15,247	76,870	1,033
Equipment (N = 54)	26,769	142,610	2,707
Travel (N = 57)	11,038	90,500	1,300
Computing (N = 53)	12,716	76,000	40
Printing and Duplication (N = 53)	7,320	58,333	415
Dues (N = 45)	1,341	8,000	250
Insurance (N = 6)	210	495	62
Advertising (N = 38)	2,442	18,009	115
Other (N = 35)	11,878	103,820	171

Equipment, supplies, computing expenses, and communication continue to be the major components of the Teaching and Administration Expenses. Increases were noted in all categories with the exception of Computing, minus 10 percent; Insurance, minus 62 percent; and Other Expenses, minus 13 percent.

All categories of expenditures were examined for schools with and without doctoral programs, and these results are shown in Table IV-16.

Table IV-16

CATEGORIES OF EXPENDITURES FOR SCHOOLS WITH/WITHOUT DOCTORAL PROGRAMS IN 1987/88

N is in () for each category

	Salaries		Teaching and Administration		Library		Research	
	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean	% of Total
Doctoral Program	$1,058,860 (23)	74.83	$139,780 (24)	10.31	$ 47,186 (10)	1.45	$ 97,171 (13)	3.88
No Doctoral Program	508,667 (33)	82.97	56,615 (33)	9.24	19,359 (9)	0.87	20,124 (10)	0.99

	Student Aid		Continuing Education		Other		Total
	Mean	% of Total	Mean	% of Total	Mean	% of Total	Mean
Doctoral Program	$ 102,345 (22)	6.92	$ 33,890 (14)	1.46	$ 41,649 (9)	1.15	$ 1,402,960 (23)
No Doctoral Program	23,259 (23)	2.64	22,530 (17)	1.89	21,843 (13)	1.40	613,082 (33)

In 1987/88 the Salaries category represented a higher percentage of the total expenditures for schools without doctoral programs, and a lower percentage for schools with doctoral programs, as compared to the previous year's expenditures. Of special note is the decrease in percentage expenditures for the schools without doctoral programs in two significant categories: Research (0.99 percent in 1987/88; 4.34 percent in 1986/87); and Student Aid (2.64 percent in 1987/88; 4.56 percent in 1986/87; 5.49 percent in 1985/86; 7.93 percent in 1984/85.

Computing costs for member schools were again examined in 1987/88, and they continue to show great variation. These figures are presented in Table IV-17.

Table IV-17

COMPUTING COSTS

	Mean	High	Low
All Schools (N = 53)	$ 12,716	$ 76,000	$ 40
Doctoral Programs (N = 24)	18,923	76,000	2,506
No Doctoral Program (N = 29)	7,580	28,926	40

Schools with doctoral programs continue to have significantly higher expenditures for computing costs. It is discouraging to note that the mean for schools with doctoral programs declined by twenty percent in 1987/88 and the mean for all schools decreased by ten percent. The wide disparity among the schools in their ability to be able to provide adequate computer opportunities as seen in the reported highs and lows continues to be very disturbing.

Travel expenditures are reported in Table IV-18.

Table IV-18

TRAVEL COSTS

	Mean	High	Low
All Schools (N = 57)	$ 11,038	$ 90,500	$ 1,300
Doctoral Programs (N = 24)	15,684	90,500	2,000
No Doctoral Program (N = 33)	7,659	19,764	1,300

Travel expenditures in 1987/88 demonstrated a large increase in mean expenditures for both categories of schools, and an overall 26 percent increase for all schools.

SUMMARY

Fewer schools reported budget increases in 1987/88. The 8.5 percent increase in average income continued the growth cycle reported in the last few years: 10.4 percent in 1986/87; 10.5 percent in 1985/86. The overall financial picture continues to be relatively healthy or at least continues to show growth.

Tables IV-19 and IV-20 present the complete income and expenditure figures for the ALA-accredited schools who responded to the survey. Schools which did not respond or which submitted incomplete data are included in the list of schools.

Table IV-19

TOTAL INCOME AND SOURCE, 1987/1988

School	Parent Institution	Federal Grants/Contracts	CE Activities	Endowment/ Trust Funds	State/Provincial Grants/Contract	Other	Total Source of Funds
ALABAMA	$ 691,565	21,800	-	-	-	16,622	729,987
ALBANY	923,788	22,340	27,205	-	18,896	37,345	1,029,574
ALBERTA	763,408	-	-	5,000	-	-	768,408
ARIZONA	478,775	-	-	-	-	-	478,775
ATLANTA	323,471	24,000	-	1,000	-	7,800	356,271
BRIGHAM YOUNG	490,829	-	-	-	-	-	490,829
BRITISH COLUMBIA	693,700	-	-	16,901	-	7,448	718,049
BUFFALO	543,941	-	-	-	-	5,000	548,941
CA - BERKELEY	1,306,002	12,000	-	51,548	-	436	1,369,986
CA - LOS ANGELES	1,621,908	52,169	-	52,286	-	113,228	1,839,591
CATHOLIC	702,180	236,629	-	-	-	23,048	961,857
CHICAGO*	211,006	-	-	-	-	65,361	276,367
CLARION	356,015	1,244	-	-	36,592	222,966	616,817
COLUMBIA	1,294,436	226,615	232,863	130,771	-	80,806	1,965,491
DALHOUSIE	460,918	62,017	-	3,495	-	50,811	577,241
DREXEL*	-	-	-	-	-	-	-
EMPORIA STATE	521,443	-	5,193	12,263	4,150	4,395	547,444
FLORIDA STATE	898,821	24,732	42,873	6,000	127,653	16,000	1,116,079
HAWAII	395,580	92,417	-	-	-	-	487,997
ILLINOIS	970,371	9,000	39,642	30,778	151,761	305,819	1,507,371
INDIANA	1,423,779	24,000	-	7,700	-	-	1,455,479
IOWA	444,922	-	14,567	5,655	20,939	12,190	498,273
KENT STATE	839,701	8,000	40,207	-	-	14,557	902,465
KENTUCKY	686,438	-	6,000	-	40,756	-	733,194
LONG ISLAND	445,732	8,000	2,648	-	14,952	5,891	477,223
LOUISIANA STATE	561,376	-	-	-	-	2,900	564,276
MARYLAND	1,284,047	34,424	52,725	-	-	75,516	1,446,712
MCGILL	589,615	-	-	-	-	27,450	617,065
MICHIGAN	1,316,814	104,941	3,675	1,678	-	62,180	1,489,288
MISSOURI	626,912	103,579	-	-	-	5,358	735,849
MONTREAL	1,012,628	69,700	-	-	101,555	3,300	1,187,183
NORTH CAROLINA	1,298,266	395,368	-	46,307	31,476	110,030	1,881,447
N.C. CENTRAL	548,372	57,682	-	-	-	26,558	632,612
N.C. GREENSBORO	314,997	-	1,567	4,764	-	3,800	325,128
NORTH TEXAS	640,470	22,635	-	-	-	-	663,105
NORTHERN ILLINOIS	317,463	-	-	-	-	-	317,463
OKLAHOMA	362,640	-	-	171	5,342	5,320	373,473
PITTSBURGH	3,379,283	160,297	22,446	137,806	126,514	565,548	4,391,894
PRATT	544,097	-	-	-	-	9,638	553,735
QUEENS	359,424	10,800	-	-	-	-	370,224

Table IV-19 (continued)

TOTAL INCOME AND SOURCE, 1987/1988

School	Parent Institution	Federal Grants/Contracts	CE Activities	Endowment/ Trust Funds	State/Provincial Grants/Contract	Other	Total Source of Funds
RHODE ISLAND	$ 443,709	-	-	2,050	-	1,479	447,238
ROSARY	481,290	7,049	-	-	22,500	-	510,839
RUTGERS	1,317,281	94,000	-	-	-	-	1,411,281
SAN JOSE*	-	-	-	-	-	-	-
SIMMONS	1,290,223	77,750	12,738	76,433	20,000	40,410	1,517,554
SOUTH CAROLINA	732,666	-	1,350	7,188	21,160	1,609	763,973
SOUTH FLORIDA	489,940	-	32,775	500	-	-	523,215
SOUTHERN CONN.	564,259	-	-	-	-	1,000	565,259
SOUTHERN MISS.	562,644	8,000	116,000	-	-	6,000	692,644
ST. JOHN'S	421,536	-	4,427	-	-	-	425,963
SYRACUSE	715,212	581,610	-	15,000	-	-	1,311,822
TENNESSEE*	-	-	-	-	-	-	-
TEXAS	985,009	10,800	44,229	28,037	50,562	184,226	1,302,863
TEXAS WOMEN'S	612,839	20,000	-	24,210	-	52,496	709,545
TORONTO	1,861,527	-	-	-	8,000	-	1,869,527
WASHINGTON	548,506	3,059	58,304	8,000	1,233	68,743	687,845
WAYNE STATE	807,114	-	1,643	-	48,159	27,562	884,478
WESTERN ONTARIO	1,740,885	166,570	-	-	13,623	33,620	1,954,698
WI - MADISON	881,601	48,630	94,474	2,950	-	37,702	1,065,357
WI - MILWAUKEE	599,553	16,000	500	-	-	24,117	640,170
** TOTAL **	45,700,927	2,817,857	858,051	678,491	865,823	2,366,285	53,287,434

*data incomplete or not supplied; incomplete data not included in previous tables

Table IV-20

TOTAL EXPENDITURES, 1987/1988

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
ALABAMA	$ 628,052	60,008	17,177	24,750	-	-	-	[illegible]29,987
ALBANY	946,128	56,886	12,200	12,000	2,360	-	-	1,029,574
ALBERTA	706,286	58,943	-	-	-	3,179	-	768,408
ARIZONA	446,303	32,478	-	-	-	-	-	478,781
ATLANTA	231,663	23,360	-	80,000	-	21,244	-	356,267
BRIGHAM YOUNG	456,988	28,441	-	-	-	5,400	-	490,829
BRITISH COLUMBIA	658,259	46,284	-	-	-	15,396	-	719,939
BUFFALO	477,816	66,125	-	5,000	-	-	-	548,941
CA - BERKELEY	1,114,708	195,762	28,847	24,782	-	911	1,304	1,366,314
CA - LOS ANGELES	1,529,144	180,316	24,753	52,286	28,390	24,702	-	1,839,591
CATHOLIC	698,425	126,312	70,610	6,372	44,269	-	-	945,988
CHICAGO*	-	94,950	-	181,417	-	-	-	276,367
CLARION	525,685	90,522	-	610	-	-	-	616,817
COLUMBIA	1,110,685	299,659	-	396,156	186,032	-	-	1,992,532
DALHOUSIE	396,549	34,024	-	30,345	-	-	-	460,918
DREXEL*	-	-	-	-	-	-	-	-
EMPORIA STATE	489,461	41,090	-	6,777	3,956	-	1,931	543,215
FLORIDA STATE	790,487	108,334	152,385	16,000	42,873	-	6,000	1,116,079
HAWAII	343,908	51,952	92,417	-	-	-	-	488,277
ILLINOIS	914,555	114,326	313,672	96,951	32,237	-	81,744	1,553,485
INDIANA	1,065,751	130,601	-	259,127	-	-	-	1,455,479
IOWA	398,713	47,984	-	35,728	14,567	-	1,200	498,192
KENT STATE	689,794	144,237	1,000	8,000	29,416	-	5,670	878,117
KENTUCKY	612,054	100,140	-	15,000	6,000	-	-	733,194
LONG ISLAND	521,628	30,954	-	17,555	2,556	-	4,572	577,265
LOUISIANA STATE	501,455	62,821	-	-	-	-	-	564,276
MARYLAND	1,125,998	162,132	35,202	21,311	52,725	49,344	-	1,446,712
MCGILL	548,508	56,314	-	10,350	-	-	1,406	616,578
MICHIGAN	1,051,760	120,866	-	400,505	9,655	-	644	1,583,430
MISSOURI	484,111	68,957	77,456	27,673	-	-	77,652	735,849
MONTREAL	945,817	78,351	21,990	3,300	-	-	128,877	1,178,335
NORTH CAROLINA	1,195,377	259,190	-	184,017	-	-	130,257	1,768,841
N.C. CENTRAL	467,369	55,493	-	29,400	26,558	53,792	-	632,612
N.C. GREENSBORO	298,465	12,340	1,940	4,800	1,563	-	6,020	325,128
NORTH TEXAS	527,805	106,127	-	15,519	-	16,737	-	666,188
NORTHERN ILLINOIS	259,710	22,609	-	-	35,145	-	-	317,463
OKLAHOMA	317,246	45,565	5,342	2,964	2,356	-	-	373,473
PITTSBURGH	3,362,236	453,921	36,949	88,020	15,290	-	73,356	4,029,772
PRATT	494,095	42,540	-	17,100	-	-	-	553,735
QUEENS	355,799	6,325	-	-	-	8,100	-	370,224

Table IV-20 (continued)

TOTAL EXPENDITURES, 1987/1988

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
RHODE ISLAND	$ 377,657	48,631	-	20,950	-	-	-	447,238
ROSARY	412,890	50,944	-	44,500	-	-	1,178	509,512
RUTGERS	1,239,946	52,833	94,000	24,000	-	500	-	1,411,279
SAN JOSE*	-	-	-	-	-	-	-	-
SIMMONS	1,120,297	156,733	37,480	127,300	8,866	60,000	5,000	1,515,676
SOUTH CAROLINA	662,695	81,497	2,225	4,209	881	7,416	4,095	763,018
SOUTH FLORIDA	452,378	37,562	-	500	32,775	-	-	523,215
SOUTHERN CONN.	435,581	73,050	-	1,000	-	21,704	33,924	565,259
SOUTHERN MISS.	506,599	53,345	-	500	116,000	-	16,200	692,644
ST. JOHN'S	378,145	47,818	-	-	4,427	-	-	430,390
SYRACUSE	610,052	114,738	356,035	93,777	24,143	28,717	-	1,227,462
TENNESSEE*	-	-	-	-	-	-	-	-
TEXAS	1,044,503	106,108	-	110,367	44,229	-	-	1,305,207
TEXAS WOMEN'S	549,168	78,971	-	62,496	2,696	-	-	693,331
TORONTO	1,636,002	141,802	-	-	3,000	88,723	-	1,869,527
WASHINGTON	504,841	67,295	7,480	48,692	58,304	-	1,233	687,845
WAYNE STATE	604,717	95,176	1,000	106,637	1,873	38,000	-	847,403
WESTERN ONTARIO	1,531,154	137,650	50,158	1,938	-	164,835	68,963	1,954,698
WI - MADISON	886,170	60,506	24,144	25,750	23,821	37,393	7,573	1,065,357
WI - MILWAUKEE	498,199	101,108	-	40,117	500	-	-	639,924
** TOTAL **	41,139,787	5,223,006	1,464,462	2,786,548	857,463	646,093	658,799	52,776,157

*data incomplete or not supplied; incomplete data not included in previous tables

Schools were also asked to indicate areas in which they received direct benefit and for which their budgets were not charged. Table IV-21 shows the schools reporting additional benefits and the amounts accruing from them.

Table IV-21

INSTITUTIONAL BENEFITS

ALABAMA	-	MONTREAL	-
ALBANY	21,200	NORTH CAROLINA	256,826
ALBERTA	81,482	NORTH CAROLINA CENTRAL	18,612
ARIZONA	40,000	NORTH CAROLINA GREENSBORO	12,097
ATLANTA	12,500	NORTH TEXAS	-
BRIGHAM YOUNG	26,180	NORTHERN ILLINOIS	1,599
BRITISH COLUMBIA	36,900	OKLAHOMA	51,297
BUFFALO	72,550	PITTSBURGH	525,956
CA - BERKELEY	264,458	PRATT	-
CA - LOS ANGELES	-	QUEENS	-
CATHOLIC	254,718	RHODE ISLAND	68,373
CHICAGO	-	ROSARY	140,000
CLARION	207,184	RUTGERS	196,000
COLUMBIA	255,153	SAN JOSE	-
DALHOUSIE	10,000	SIMMONS	161,380
DREXEL	-	SOUTH CAROLINA	65,991
EMPORIA STATE	13,653	SOUTH FLORIDA	22,637
FLORIDA STATE	-	SOUTHERN CONNECTICUT	-
HAWAII	11,200	SOUTHERN MISSISSIPPI	-
ILLINOIS	-	ST. JOHN'S	72,000
INDIANA	-	SYRACUSE	-
IOWA	-	TENNESSEE	-
KENT STATE	-	TEXAS	-
KENTUCKY	197,055	TEXAS WOMEN'S	15,100
LONG ISLAND	-	TORONTO	-
LOUISIANA STATE	-	WASHINGTON	15,000
MARYLAND	35,124	WAYNE STATE	6,000
MCGILL	105,700	WESTERN ONTARIO	-
MICHIGAN	107,396	WISCONSIN - MADISON	-
MISSOURI	31,679	WISCONSIN - MILWAUKEE	197,500

NON-ALA ACCREDITED SCHOOLS

Eight of the non-ALA accredited schools returned survey forms, and their income and expenditure figures are presented in Tables IV-22 and IV-23. No attempt has been made to analyze them.

Table IV-22

SOURCES OF INCOME OF NON-ALA ACCREDITED SCHOOLS, 1987/88

School	Parent	Federal	Other	Total
CHICAGO STATE	$ 179,975	-	-	179,975
EAST CAROLINA	432,998	-	2,000	434,998
KUTZTOWN	166,800	-	-	166,800
PUERTO RICO	268,423	-	4,200	268,423
SAM HOUSTON ST.	318,691	-	3,186	321,877
SHIPPENBURG	124,965	-	-	124,965
VANDERBILT	256,708	-	23,475	280,183
VILANOVA	245,584	-	-	245,584

Table IV-23

TOTAL EXPENDITURES OF NON-ALA ACCREDITED SCHOOLS, 1987/88

School	Salaries	Teaching	Research	Student Aid	CE Activity	Library	Other	Total
CHICAGO STATE	$ 68,730	5,847	-	4,800	-	-	-	179,377
EAST CAROLINA	400,907	29,191	-	2,600	2,000	-	300	434,998
KUTZTOWN	152,200	8,000	500	3,100	-	3,000	-	166,800
PUERTO RICO	240,623	22,953	-	1,400	3,447	-	-	268,423
SAM HOUSTON ST.	284,371	24,313	-	1,500	-	-	-	310,184
SHIPPENBURG	123,000	1,965	-	-	-	-	-	124,965
VANDERBILT	280,183	42,613	-	65,382	-	-	-	338,178
VILANOVA	215,260	21,600	-	-	-	35,984	-	272,844

Appendix I

CONVERSION CHART FOR TABLES IN PREVIOUS REPORTS

Brief Title	1987-1989	1986	1985	1984	1983	1982	1981	1980
Funding Levels	IV-1	IV-1	IV-1	IV-1	IV-1	IV-1	IV-1	IV-1
Increase/Dec.	IV-2	IV-2	IV-1a	IV-1a	-	-	-	-
Freq. Dist. Inc.	IV-3	IV-3	IV-2	IV-2	IV-2	Fig. IV-1	Fig. IV-1	Fig. IV-1
Sources/Funds	IV-4	IV-4	IV-3	IV-3	IV-3	IV-2	IV-2	IV-2
Freq. Dist. Par.	IV-5	IV-5	IV-4	IV-4	IV-4	-	-	-
Funding Basis	IV-6	IV-6	IV-4a	-	-	-	-	-
Av. Fed. Funding	IV-7	IV-7	IV-5	IV-5	IV-5	IV-3	IV-3	IV-3
Freq. Dist. Fed.	IV-8	IV-8	IV-5a	-	-	-	-	-
Sources Ph.D.	IV-9	IV-9	IV-7	IV-7	IV-7	-	-	IV-5
Reg. Dist. Inc.	IV-10	IV-10	IV-7a	IV-7a	-	-	-	-
Annual Exp.	IV-11	IV-11	IV-8	IV-8	IV-8	IV-5	IV-5	IV-6
Library Facil.	IV-12	IV-12	IV-8a	-	-	-	-	-
Library Supp.	IV-13	IV-13	IV-8b	IV-6	IV-6	IV-4	IV-4	-
Sal./Wages All.	IV-14	IV-14	IV-9 rev.	IV-9	IV-9	IV-6	IV-6	IV-8
Teach/Admin Exp.	IV-15	IV-15	IV-9a	-	-	-	-	-
Exp. Ph.D.	IV-16	IV-16	IV-10	IV-10	IV-10	-	-	-
Computing	IV-17	IV-17	IV-10a	IV-10a	-	-	-	-
Travel	IV-18	IV-18	IV-10b	IV-10b	-	-	-	-
Total Income	IV-19	IV-19	IV-11 rev.	IV-11	IV-11	IV-7	IV-7	IV-9a
Total Expend.	IV-20	IV-20	IV-12	IV-12	IV-12	IV-9	IV-9	IV-10a
Inst. Benefits	IV-21	IV-21	IV-12a	IV-12a	-	-	-	-
Income/Assoc.Mem.	IV-22	-	IV-13	IV-13	IV-13	IV-8	IV-8	IV-9b

Appendix I (continued)

CONVERSION CHART FOR TABLES IN PREVIOUS REPORTS

Brief Title	1987-1989	1986	1985	1984	1983	1982	1981	1980
Exp./Assoc.Mem.	IV-23	-	IV-14	IV-14	IV-14	IV-10	IV-10	IV-10b
Regress/Anal.	-	-	-	-	-	-	IV-5b	-
Mean Inc./Lib.	-	-	-	-	-	IV-4	IV-4	IV-4
Sals/Wages Alloc Member Schools Supp;Ph.D.;Priv/pub	-	-	-	-	IV-15	- -	-	-

Continuing Professional Education

M. Kent Mayfield

Data presented in the Continuing Professional Education Section of the 1989 Library and Information Science Education Report, which profiles continuing education activities and their management characteristics, are comparable to similar data in the report of 1988. Only events which were identified for a target audience of practicing professionals in library of information science are reported in this section. Program offerings designed as part of a given degree program are excluded from this report but may be found in the curriculum section of the volume.

Of the library and information sciences programs accredited by the American Library Association during any part of the 1987-88 academic year, while a number of institutions failed to respond to the survey, responses were received from nine institutions who did not participate in the survey of 1986-87 activity. A total of seventy-one schools responded; fifty (70%) schools reported continuing education events for the report year down one-percent from 1986-7.

Table V-1 lists the number of events offered during the 1987-88 academic year, the total number of contact hours of instruction, and the total enrollments:

Table V-1: Number, Duration, and Enrollment of Continuing Education Events 1987-88

Name of College	Number of Events	Clock Hours	Attendance
Alabama	*	*	*
Albany	4	44	185
Alberta	17	45.5	545
Appalachian	*	*	*
Arizona	*	*	*
Arkansas - Central	*	*	*
Atlanta	*	*	*
Bowling Green	*	*	*
Bridgewater	*	*	*
Birgham Young	*	*	*
British Columbia	*	*	*
Buffalo	15	37	559
Berkeley	*	*	*
California State	NR		
UCLA	6	28.5	NA
Catholic	3	99	40
Chicago	*	*	*
Chicago State	*	*	*
Clarion	5	34	250
Columbia	46	442	1190

Table V-1, Continued: Number, Duration, and Enrollment of Continuing Education Events, 1987-88

Name of College	Number of Events	Clock Hours	Attendance
Dalhousie	9	21	400
Drexel	2	8	375
East Carolina	4	40	223
Emory	NR		
Emporia	8	98	331
South Florida	*	*	*
Florida State	3	95	185
Hawaii	20	415	660
Illinois	2	48	180
Indiana	*	*	*
Iowa	4	20	461
Kent	*	*	*
Kentucky	1	12	180
Kutztown	NA		
Long Island	3	8	145
Louisiana State	1	6.5	93
Mankato State	1	8	180
Maryland	4	90+2 wk residence	78
McGill	27	127	685
Michigan	11	108	409
Missouri	11	48.5	325
Montreal	NR		8
North Carolina	18	34	750
NC - Central	39	200	826
NC - Greensboro	3	18	61
Northern Illinois	9	60	680
North Texas	*	*	*
Oklahoma	5	NA	455
Peabody/Vanderbilt	*	*	*
Pittsburgh	1	15	47
Pratt	6	18	335
Puerto Rico	8	34	255
Queens	*	*	*
Rhode Island	6	19	161
Rosary	5	32.5	50
Rutgers	24	204.5	628
St. John's	5	9	156
Sam Houston	2	12	900
San Jose	*	*	*
Shippensburg	*	*	*
Simmons	7	44.5	208
South Carolina	16	78	505

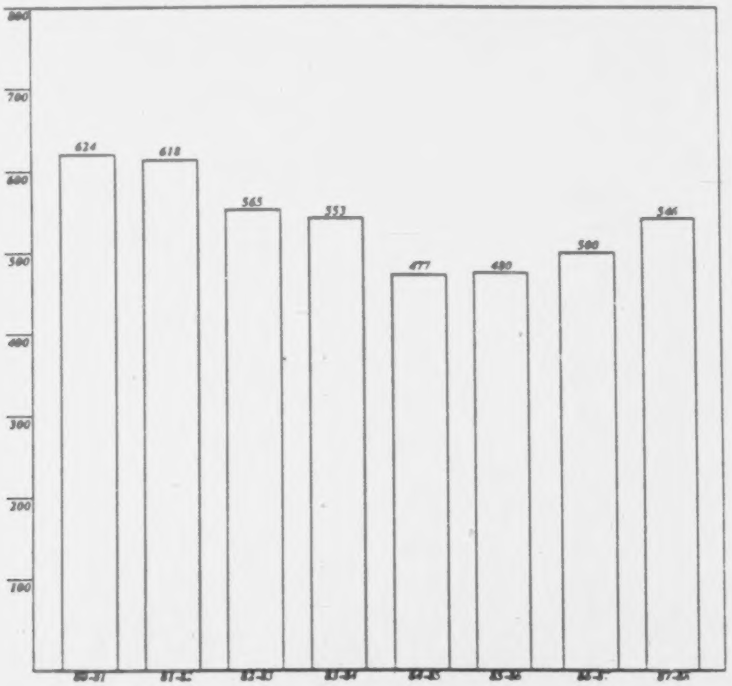
Table V-1, Continued: Number, Duration, and Enrollment of Continuing Education Events, 1987-88

Name of College	Number of Events	Clock Hours	Attendace
South Connecticut	3	9	77
South Mississippi	10	73.5	920
Spaulding	NR		
Syracuse	2	14	450
Tennessee	NR		
Texas - Austin	13	6022.5	1035
Texas - Women's	8	149	575
Toronto	25	178	552
Villanova	2	16	175
Washington	21	654	1084
Wayne State	15	35	1054
West Ontario	1	40	19
Wisconsin-Madison	63	612	2019
Wisconsin-Milwaukee	23	133	673

KEY
* - Blank Report
NA - Information Not Available
NR - No Report

Table V-2 compared the number of continuing education events from 1980-81 through 1987-88. The academic year in 1987-88 shows a continuation of the recovery noted in 1986-87 following a period of decline since 1980-81. The recent increase, from 500 to 546 events, represents a nine-percent increase over 1986-87.

Table V-2: Eight-Year Comparison of Continuing Education Events, 1980-88



Number of Events

Table V-3 provides a summary of total continuing education activity reported with comparative information by type of event. A total of 546 activities were presented with an enrollment of 22,151. This illustrates a significant increase in total enrollment (8%). A few events scheduled during the year for large participant groups over an extended period of time account for the increase in clock hours.

Table V-3: Summary of Number, Duration, Enrollment, and Location of Continuing Education Events, 1987-88

Non-Credit Activity	Number Held	Contact Hours	Attendance	Programs Offering CUEs	Number of CEUs Awarded	Number Held on-Campus	Number Held off-Campus	Delivered by Alternative Methods
Institute Symposium Conference Forum	86	5763+2 wk residence	8076	32	905.9	70	13	2 teleconferences
Workshop	207+3 joint	2410.5	5691	41	434.95	139	61	0
Seminar	70	729	1744	27	61.6	59	11	0
Colloquium Lecture	118	181.5	4664	0	0	112	6	0
Short Course	54	840.5	1511	11	82.1	17	3	13
Tutorial or Individualized Instruction	0	0	0	0	0	0	0	0
Other Formats	11	740	465	4	14.1	7	4	2
Totals:	546	10664.5	22151	115	1498.65	404	98	17

Table V-3 also reports the number of CEU's , by number of events and total CEU's awarded. (A CEU is defined as a unit of credit representing ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction and qualified instruction. The "contact hour" is a standard unit of measurement commonly equated to fifty (50) minutes of participation in an organized learning activity. Of the 50 schools reporting continuing professional activities, the following 18 schools (insert%) awarded CEU's.

SUNY Buffalo
East Carolina
Emporia
Iowa
Kentucky
Long Island
LSU
Missouri
North Carolina - Central
Puerto Rico
Rosary
Rutger's
St. John's
Sam Houston
Simmons
Texas - Auston
Wisconsin - Madison
Wisconsin - Milwaukee

Table V-3 also includes information on location of event presentation (on-campus, off campus, alternate delivery method). While we may note some increase in the number of events offered utilizing off campus alternative delivery systems. most continuing education is offered on-campus.

Table V-4 presents an eight - year comparison of events by type. Declines are reported for colloquial lectures and short courses. Institutes show a sharp increase, while workshops extend the pattern of growth noted first in 1984-85. As noted in Table V-5, however, attendance in all types of events during 1986-87 has shown marked improvement over the last year.

Table V-4: Eight-Year Comparison of Number of Continuing Education Events, by Type of Event, 1980-88

Type of Event	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88
Institute Symposium Conference Forum	161	121	70	64	92	73	65	86
Workshop	170	239	209	147	172	176	177	207
Seminar	52	64	58	31	40	54	51	70
Colloquium Lecture	141	123	163	184	107	120	139	118
Short Course	67	53	55	68	62	53	64	54
Tutorial or Individualized Instruction	0	0	0	8	1	1	0	0
Other Formats	33	18	10	1	3	3	4	11
Totals	624	618	565	503	477	480	500	546

Table V-5: Eight-Year Comparison of Continuing Education Enrollments by Type of Event, 1980-88

Type of Event	80-81	81-82	82-83	83-84	84-85	85-86	86-87	87-88
Institute Symposium Conference Forum	9,398	9,998	5,519	5,410	5,986	4,985	6,324	8,076
Workshop	5,106	8,138	7,014	5,637	5,871	4,085	4,659	5,691
Seminar	2,095	1,556	2,679	691	894	1,166	1,179	1,744
Colloquium Lecture	4,115	2,882	6,306	4,815	4,465	4,109	5,218	4,644
Short Course	1,252	1,086	863	1,697	1,469	1,191	1,333	1,511
Tutorial or Individualized Instruction	0	0	0	270	3	50	0	0
Other Formats	1,337	597	319	32	129	68	117	465
Totals	23,303	24,257	22,700	18,552	18,817	15,644	18,830	22,151

Table V-6 compares overall enrollment figures in continuing education since 1980. A sharp reduction in enrollment had been reported since 1982, reaching its nadir with the 1985-86 reporting year. The 1986-87 enrollment figures rose sharply. In 1987-88 enrollment reached its highest point since 1982-83. This data as reviewed gives little clue to the factors which influence enrollment, although further attention might be paid to target audiences, logistics, incentives, and economic indices in analyzing patterns of enrollment.

Table V-6: Eight-Year Comparison of Continuing Education Enrollments, 1980-88

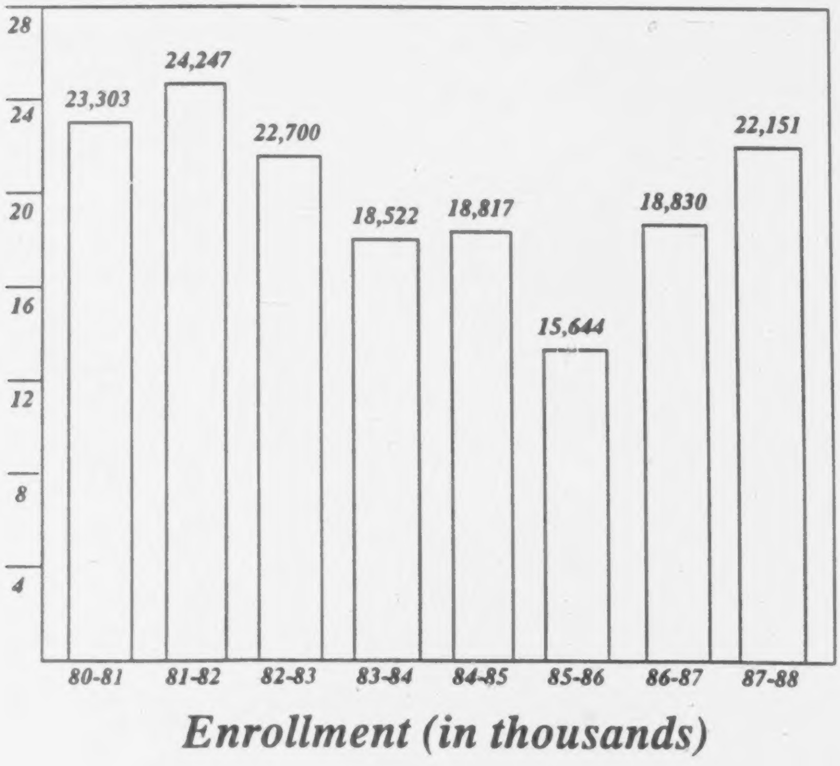


Table V-7 summarizes information on credit courses specifically designed for and presented to practitioners not enrolled in degree programs. Evening courses are reported again this year. Twenty-one schools offered a total of 134 courses with credit from 1-3 or more credit hours. Total enrollment figures illustrates remarkable growth over 1986-87, when only 1697 enrollments were reported. Table V-8 details credit offerings from the twenty-one schools reporting.

Table V-7: Summary of Credit Course Offerings for Continuing Education Events, 1987-88

Credit Activity	1 Credit Hour	1.5 Credit Hour	2 Credit Hour	3 Credit Hour	Total Enrolled	No. held on Campus	No. held off Campus
1-2 week short course	32	0	18	5	864	48	7
3-4 week short course	1	0	0	2	42	3	0
5-6 week short course	2	0	0	4	75	3	3
7+week short course	4	0	3	15	203	6	16
Evening	0	0	3	35	489	33	5
Weekend	2	0	0	2	59	2	3
Other	6	0	0	0	141	6	4
Totals	47	0	24	63	1873	101	38

Table V-8: Credit Course Offerings for Continuing Education, 1987-88

School	Type of Credit	1 Credit	2 Credit	3+Credit	Enrollment	On Campus	Off Campus
Drexel	1-2 week		10		100	10	
East Carolina	Other	1			NA	1	
Emporia	5-6 week			2	NA		2
Florida State	Weekend			1	25	1	
Iowa	1-2 week	1			26	1	
Kent State	1-2 week	15	4		357	13	6
LSU	Other	6			NA	1	
Missouri	1-2 week	5			84	5	
Missouri-Columbia	Other	4			83		4
N. Carolina-Chapel	3-4 Week			1	18	1	
Pittsburgh	1-2 week	9		1	65	10	
Rutgers	7+week		3	15	156	3	15
St. John's	Other	5			58	1	
Sam Houston	Weekend		1	1	4	1	
Simmons	1-2 week		4	1	116	5	
S. Carolina	5-6 week			1	33	1	
S. Florida	1-2 week			1	58		1
S. Mississippi	1-2 week			2	40	2	
	5-6week			1	18	1	
Texas-Women's	3-4 week			1	16	1	
Washington	Weekend	2			30		2
	Evening		3	35	489	33	5
Wisconsin-Milwaukee	1-2 week	2			18	2	
	3-4 week	1			8	1	
	5-6 week	2			24	1	1
	7+week	4			47	3	1
	weekend			1	NA		1
Totals		57	24	64	1873	98	38

Reported in percentages by individual schools, Table V-9 compares the geographic groups to which continuing education events were targeted. The state and local priorities of graduate schools of library and information science remain clear; relatively few schools report significant interest in regional or national markets.

Table V-9: Geographic Target Groups for Continuing Education Events, 1987-88

College Name	Percent Local	State/Province	Regional	National/Int'l
Alabama	*	*	*	*
Albany	85	10	5	0
Alberta	90	0	10	0
Appalachian	*	*	*	*
Arizona	*	*	*	*
Central Arkansas	*	*	*	*
Atlanta	*	*	*	*
Bowling Green	*	*	*	*
Bridgewater	*	*	*	*
Brigham Young	*	*	*	*
British Columbia	*	*	*	*
Buffalo	100	0	0	0
Berkeley	*	*	*	*
California	NR			
UCLA	90	10	0	0
Catholic	NA			
Chicago	*	*	*	*
Chicago State	*	*	*	*
Clarion	0	45	45	10
Columbia	30	20	50	0
Dalhousie	85	10	5	0
Drexel	70	20	10	0
East Carolina	80	0	20	0
Emory	NR			
Emporia	20	80	0	0
Florida State	25	50	15	10
South Florida	0	100	0	0
Hawaii	95	0	0	5
Illinois	43	18	4	35
Indiana	*	*	*	*
Iowa	40	50	10	0
Kent State	50	30	15	5
Kentucky	0	100	0	0
Kutztown	*	*	*	*
Long Island	100	0	0	0
LSU	25	60	10	5
Maryland	11	20	13	56
McGill	100	0	0	0
Michigan	50	30	15	5
Missouri	0	0	100	0

Table V-9, Continued: Georgraphic Target Groups for Continuing Education events, 1987-88

College Name	Percent Local	State/Province	Regional	National/Int'l
Mankato State	0	100	0	0
Montreal	NR			
N. Carolina	0	75	20	5
NC-Central	30	65	5	0
NC-Greensboro	0	0	100	0
N. Illinois	90	10	0	0
North Texas	*	*	*	*
Oklahoma	40	60	0	0
Peabody (Vanderbilt)	*	*	*	*
Pittsburgh	90	7	2	1
Pratt	90	5	5	0
Puerto Rico	80	20	0	0
Queens	*	*	*	*
Rhode Island	45	35	25	0
Rosary	100	0	0	0
Rutgers	50	40	9	1
St. John's	80	0	20	0
Sam Houston	0	100	0	0
San Jose	*	*	*	*
Shippensburg	*	*	*	*
Simmons	50	75	98	2
S. Carolina	50	40	10	0
S. Connecticut	0	100	0	0
S. Mississippi	10	50	30	10
Spaulding	NR			
Syracuse	75	20	5	0
Tennessee	NR			
Texas-Austin	80	20	0	0
Texas-Women's	85	15	5	0
Toronto	70	5	22	3
Villanova	0	0	100	10
Washington	50	25	15	0
Wayne State	80	20	0	0
W. Ontario	90	5	3	2
WI-Madison	3.6	83	6.6	6.8
WI-Milwaukee	86	13	1	0

Sources of financial support for continuing professional education are reported in Table V-10. While the level of support from institutional funds is well below that reported from fees, the separation is not so marked as in past years. The mean level of support from reporting institutions is 46%, while the mean level of support of support from fees stands at 63%, down sharply from the 1986-87 reported mean of 71.5 percent.

Table V-10: Sources of Financial Support for Continuing Education Programs, 1987-88

College Name	Institution	Federal Funds	Fees	C-tract/Grant	Other
Alabama	*	*	*	*	*
Albany	0	0	69	31	0
Alberta	100	0	0	0	0
Appalachian	*	*	*	*	*
C. Arkansas	*	*	*	*	*
Arizona	*	*	*	*	*
Atlanta	*	*	*	*	*
Bowling Green	*	*	*	*	*
Bridgewater	*	*	*	*	*
Brigham Yng	*	*	*	*	*
B. Columbia	*	*	*	*	*
Buffalo	80	0	20	0	0
Berkeley	*	*	*	*	*
California	*	*	*	*	*
UCLA	*	0	100	0	0
Catholic	NA				
Chicago	*	*	*	*	*
Chgo State	*	*	*	*	*
Clarion	10	0	0	90	0
Columbia	0	0	0	100	0
Dalhousie	90	0	0	0	10-cs
Drexel	10	0	80	10	0
E. Carolina	20	0	10	70	0
Emory	NR				
Emporia	100	0	0	0	0
Florida	25	35	20	20	0
S. Florida	0	0	100	0	0
Hawaii	*	*	*	*	*
Illinois	0	0	100	0	0
Indiana	*	*	*	*	*
Iowa	15	85	0	0	0
Kent	0	0	100	0	0
Kentucky	20	0	80	0	0
Kutztown	*	*	*	*	*
Long Island	0	0	66	0	33-ACRL NY
LSU	0	0	100	0	0
Maryland	60	0	0	40	0
McGill	0	0	0	100	0
Michigan	25	0	75	0	0
Missouri	NA				
Mankato St.	*	*	*		*

Table V-10, Continued: Sources of Financial Support for Continuing Education Programs, 1987-88

College Name	Institution	Federal Funds	Fees	C-tract/Grant	Other
Montreal	NR				
N. Carolina	80	0	15	5	0
NC-Central	35	29	36	0	0
NC-Greensboro	NA				
N. Illinois	0	0	0	0	100-cr
North Texas	*	*	*	*	*
Oklahoma	10	0	50	40	0
Peabody (Vanderbilt)	*	*	*	*	*
Pittsburgh	25	0	50	0	25-pa
Pratt	60	0	20	0	20-pf
Puerto Rico	75	0	25	0	0
Queens	*	*	*	*	*
Rhode Island	70	0	30	0	0
Rosary	0	0	100	0	0
Rutgers	45	0	55	0	0
St. John's	50	0	50	0	0
Sam Houston	100	0	0	0	0
San Jose	*	*	*	*	*
Shippensburg	*	*	*	*	*
Simmons	10	0	90	0	0
S. Carolina	10	0	80	0	10-edw
S. Connecticut	50	0	50	0	0
S. Mississippi	5	0	95	0	0
Spaulding	NR				
Syracuse	50	0	50	0	0
Tennessee	NR				
Texas-Austin	30	0	60	10	0
TX-Women's	80	10	0	0	10-bcf
Toronto	100	0	100	0	0
Villanova	0	0	100	0	0
Washington	0	0	50	50	0
Wayne St.	50	0	40	0	10-cs
W. Ontario	0	0	100	0	0
WI-Madison	34	0	66	0	0
WI-Milwaukee	40	0	60	0	0

KEY

EDW	Endowment	*	Blank Report
PA	St. Library-Penn.	NR	No Report
PF	Private Funding	CS	Co-Sponsoring Agencies
BCF	Bradshaw Chair Funds		

Tables V-11 through V-13 provide information on the means used to determine compensation for continuing education activites, both for those which bear credit and those for which no credit is offered. In general, schools appear to negotiate fees or maintain in a flat fee schedule for outside instructors of non-credit courses. Credit instruction by outside instructors is as likely to be compensated on the basis of a negotiated fee as for a flat fee. For faculty members the pattern is less pronounced, although the negotiated fee structure is clearly gaining support as is the incorporation of continuing education assignments into faculty teaching loads.

Table V-11: Summary Methods of Determining Compensation for Continuing Education Program Faculty, 1987-88

Method of Compensation	School's Own Faculty		Outside Instructors	
	Credit	Non-credit	Credit	Non-credit
Negotiated	7	12	11	29
Flat Fee	4	6	1	20
Formula	3	4	2	1
Part of Teaching Load	9	15	0	3

Table V-12: Methods for Determining Compensation for Continuing Education Faculty, 1987-88

College Name	Negotiated		Flat Fee		Formula		Part of Teaching Load
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	
Alabama	*						
Albany	x	x					
Alberta				x			x
Appalachian	*						
Arizona	*						
Atlanta	*						
Bowl Green	*						
Bridgewater	*						
Brigham Yng	*						
B. Columbia	*						
Buffalo		x					
Berkeley	*						
CA-State	NR						
UCLA	NA						
C. Arkansas	*						
Chicago	*						
Chgo State	*						
Clarion		x					
Columbia				x			
Dalhousie				x			x
Drexel	*						
E. Carolina	*						
Emory				x			x
Emporia	x	x					
FL State	x						
S. Florida	*						
Hawaii	x	x		x			
Illinois				x			x
Indiana	*						
Iowa		x					x
Kentucky		x					
Kutztown	*						
Long Island		x					x
LSU							
Mnkato St.	x	x					
Maryland	x	x					
McGill		x					
Michigan			x	x			
Missouri		x			x		
Montreal	NR						
N. Carolina		x					
NC-Central		x		x			x
NC-Greens		x		x			x
N. Illinois	x	x			x	x	
N. Texas	*						
Oklahoma							x
Peabody (V)	*						

Table V-12, Continued: Methods for Determining Compensation for Continuing Education Faculty, 1987-88

College Name	Negotiated		Flat Fee		Formula		Part of Teaching Load
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	
Pittsburgh		x					
Pratt	*			x			
Puerto Rico				x			x
Queens	*						
Rhode Island				x			x
Rosary	x	x	x	x			
Rutgers	x	x					
St. John's		x					
Sam Houston		x	x	x			
San Jose	*						
Shippensburg	*						
Simmons			x	x			
S. Carolina			x	x	x		
South CT		x			x		
S. Mississipi		x		x			x
Spaulding	NR						
Syracuse	x	x					
Tennessee	x	x	x	x			
TX-Austin		x	x	x			
TX-Women's		x					x
Toronto			x	x			
Villanova				x			
Washington	x	x					
Wayne St.		x					x
W. Ontario				x			x
WI-Madison	x	x					x
WI-Milw.		x					x

Table V-13: Methods for Determining Compensation for Credit Continuing Education Faculty, 1987-88

College Name	Negotiated		Flat Fee		Formula		Part of Teaching Load
	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	Own Faculty	Outside Instructor	
Albany							x
Catholic	x	x					x
E. Carolina				x			
Emporia				x			x
Florida			x				
S. Florida	x	x					
Iowa		x					
Kent		x		x	x		
LSU				x			
Mankato St.	x	x					
Maryland	x						
Michigan			x	x			
Missouri		x			x		
N. Carolina		x					
N. Illinois	x	x					
Oklahoma							x
Pittsburgh		x					x
Puerto Rico				x			
Rutgers			x	x			
St. John's		x					
Sam Houston	x						
Simmons							x
S. Carolina				x			x
South CT					x	x	
South MS		x	x	x			x
TX-Women's		x					x
Washington	x	x					
Milwaukee				x			

Information practitioners are most often sought as instructors for continuing professional education, as summarized in Table V-14. Faculty from the school's own library and information science faculty follow closely with visiting library and information science faculty in third place. Data from individual schools is presented in Tables V-14 and V-15.

Table V-14: Summary of Sources of Faculty for Continuing Education Instruction, 1987-88

Instructor Source	Not at all 1	2	3	4	Great extent 5
Own Library Faculty	3	8	21	9	2
Visiting Library Faculty	14	10	8	8	3
Other Faculty in Own Institution	17	12	6	1	0
Other Faculty from Other Institution	12	14	7	5	0
Information Practitioners	1	4	12	13	15
Other	1	1	8	1	6

Table V-15: Sources of Faculty for Continuing Education Instruction, 1987-88

College Name	Library Faculty	Visiting Faculty	Other Faculty from Own Institution	Other Faculty from Other Institution	Library/Info Science Practitioner	Other
Albany	4	4	1	1	3	*
Alberta	4	3	2	2	4	*
Buffalo	1	1	3	1	5	*
UCLA	4	4	1	1	3	*
Catholic	5	5	*	5	*	*
Clarion	2	1	1	2	5	*
Columbia	2	1	1	3	4	*
Dalhousie	3	2	3	3	4	*
Drexel	3	1	1	1	3	3-a
E. Carolina	2	*	*	4	4	*
Emporia	5	2	1	1	5	5-b
Florida	4	1	2	2	3	*
S. Florida	5	*	*	*	*	5-c
Hawaii	3	*	*	4	4	*
Illinois	2	4	2	2	3	*
Iowa	3	2	2	4	5	5-d
Kent	3	1	2	1	5	*
Kentucky	1	1	1	1	1	*
L. Island	*	*	*	*	5	*
LSU	*	5	*	*	*	1
Mankato	*	*	*	*	3	5-e
Maryland	3	3	1	2	*	3-f
McGill	3	*	*	*	*	5-g
Michigan	3	1	3	3	3	*
Missouri	5	4	4	4	5	*
N. Carolina	2	3	1	2	4	*
NC-Central	2	1	1	2	5	*
Greensboro	1	*	*	*	5	*
N. Illinois	5	3	1	3	3	*
Oklahoma	3	1	3	1	2	3-h
Pittsburgh	3	2	1	1	4	*
Pratt	2	1	1	2	3	4-i
Puerto Rico	2	4	3	*	2	*
Rhode Island	3	2	*	2	3	*
Rosary	3	1	3	2	2	*
Rutgers	3	1	2	1	5	*
St. John's	*	4	*	*	4	1-j
Sam Houston	3	3	3	3	3	3-k
Simmons	4	2	*	2	3	3-l
S. Carolina	5	3	*	*	5	5-m
South CT	3	*	*	*	4	*
S Mississippi	5	2	2	3	3	3-n

Table V-15, Continued: Sources of Faculty for Continuing Education Instruction, 1987-88

College Name	Library Faculty	Visiting Faculty	Other Faculty from Own Institution	Other Faculty from Other Institution	Library/Info Science Practitioner	Other
Syracuse	3	3	1	1	5	3-o
TX-Austin	3	*	*	*	3	2-p
TX-Women's	3	4	*	*	4	4-q
Toronto	4	2	2	1	4	3-r
Villanova	4	5	1	5	5	*
Washington	3	2	1	2	5	*
Wayne St.	4	3	2	2	4	*
W. Ontario	3	1	1	3	3	*
WI-Madison	4	2	2	2	5	*
Milwaukee	3	4	2	4	4	*

KEY
a-nonlibrarians
b-int'l known library professional
c-emeritus faculty
d-authors, editors, illustrators
e-related disciplines
f-database vendors
g-authors/illustrators
h-guests outside field
i-annual holiday storyteller
j-authors/other teachers
k-experts, other related fileds
l-online vendor co. instructors
m-specialist
n-administrators
o-gov't online trainers
p-political supporters
q-outside mgmt. experts
r-Ph.D. students

Table V-16 illustrates the preference of schools for administration or coordination based in the library school, whether a library school faculty member or a designated coordinator. In a substantial percentage of reporting schools, however, the dean or school director is assigned the responsibility. Table V-17 details responses from reporting institutions, coded to indicate level of responsibility.

Table V-16: Summary of Methods of Administration and Coordination of Continuing Education Activities, 1987-88

Method of Administration & Coordination	Total Program	Percentage	Individual Activity	Percentage
Library School Coordinator	17	32%	11	21%
University CE Office	6	11%	6	11%
Faculty Committee	8	15%	6	11%
One Faculty Member Assumes	12	23%	18	34%
Faculty Rotate	1	1%	3	5%
Dean or Director	12	23%	10	19%
Associate Dean	4	7%	0	---

Table V-17: Methods of Administration & Coordination for Continuing Education Activities, 1987-88

College Name	School Coordinator	University CE Office	Faculty Committee	Faculty Member	Faculty Rotation	Dean/ Director	Associate Dean
Albany							I
Alberta			T				
Buffalo	T						
UCLA	I						T
Catholic				T		T	
Clarion			T				
Columbia	T			I			
Dalhousie	I			T			
Drexel				I		I	
E Carolina				I		T	
Emporia	T						
Florida			T	I		T	
S Florida				T		I	
Hawaii	T	T				T	
Illinois				I	T		
Iowa	T	I			I		
Kent	T,I	T,I	I				
Kentucky		T	T				
L Island				I		I	
LSU				I			
Mankato				T,I		T,I	
Maryland	I			I			
McGill			T	I		I	
Michigan							T
Missouri	T						
N Carolina	T,I			I		T,I	
Greensboro	I						
N Illinois	T,I	T,I					
Oklahoma				T,I			
Pittsburgh			I			T,I	
Pratt						T	T
P Rico	T,I	I				T	
R Island			T	T,I		T,I	
Rosary						T	
Rutgers				T			
St. John's		I		I	I	I	
S Houston			I	I			
Simmons				I			T
S Carolina	T,I		T,I	I		T	
South CT				I		T,I	
South MS		I		I			

Table V-17, Continued: Methods of Administration & Coordination for Continuing Education Activities, 1987-88

College Name	School Coordinator	University CE Office	Faculty Committee	Faculty Member	Faculty Rotation	Dean/ Director	Associate Dean
Syracuse	I						
TX-Austin	T						
TX-Womn						T	
Toronto				T,I			
Villanova	T						
Washington	T	T					
Wayne St.	I		I	I		T	
W Ontario			T,I	T,I			
Madison	T		I	T	I		
Milwaukee	T	T,I				I	

SUMMARY AND COMPARATIVE ANALYSIS

by Kathleen M. Heim, LSU, SLIS

How did we do? Longitudinal analysis requires full participation for meaningful comparison. Because several institutions such as Tennessee and UCLA did not supply student data in time for inclusion it seems pointless to continue the time series chart developed by Daniel in 1988 that might imply a North American increase or decrease in enrollments based on less than total information. The "bottom-line" noted in these summaries tends to get quoted as absolute and it would be a misrepresentation to do a summary this year with so many important schools failing to report. Who doesn't dislike filling these reports out? But we need them at budget time and we need them to provide the profession with annual trend data. We need all accredited programs and those seeking to gain accreditation to report their data on an annual basis so that projections can be made. This summary loses impact it might have when data are missing. Thus, impressions must be reported rather than strong objective facts vis-a-vis aggregate shifts.

Faculty

Analysis of data relating to faculty are reported in two parts. Part I provides salary data without reference to particular schools; Part II provides other information.

Part I data were reported by all accredited schools except for Clarion, Rosary, San Jose, Syracuse and Tennessee (who have responded in the past) and, per institutional policy Brigham Young and Chicago. Part II data were reported by all schools except Tennessee.

Of the 55 schools reporting, the average faculty size was 11.1 up from 10.2 in 1988. The male:female ratio "looks" better with 53.7% men and 46.2% women but the absence of data from so many schools dictates that not overmuch be made of this fact. It is similarly difficult to make observations about shifts of men and women in ranks as shown in Faculty Table I-4. Sineath notes that the increase in female deans is encouraging--38.3% today versus 20.9% in 1979-80. However, women account for only 24.6% of faculty at the rank of professor where future deans are most likely to be recruited.

Male deans continue to out-earn their female counterparts. The average male dean on fiscal year salary earned $73,163 compared to $63,585 for women --a $9,578 difference. In fact, males in general earned more than females at all ranks. At professor the differential was $5,573 (males: $54,246; females: $48,673); at associate professor $1,136 (males: $38,724; females $37,588); and at assistant professor $1,609 (males: $33,675; females $32,066).

Faculty continued the trend toward holding the doctorate. When these data began to be collected in 1977 only 61.8% held the Ph.D.; today 85.8% do so. At 16 schools 100% of all faculty held earned doctorates.

Schools relying on part-time faculty varied considerably for fall 1987 from 0 to 23 (Long Island). Schools with more than 10 part-time faculty included California-Berkeley (19), California-Los Angeles (12), Indiana (16) and Pittsburgh (9.5 FTE, no whole number given). This means that for the fall term alone over 300 classes were taught by part-time faculty. While reliance on adjuncts enriches instruction this also points to the fact that as a group accredited programs cannot be characterized on the basis of full-time faculty alone. We have had many recent studies examining the productivity of library and information science faculty based on the full-time professorate. If we are to have a thorough analysis of the educational context for future library and information science professionals a study of the characteristics of adjuncts and part-time faculty should be conducted.

One new indicator that seems worth examining over time is the amount of "computer support" available to faculties in terms of personnel expertise. In 1986-87 18.88 FTE individuals were devoted to computer lab support. In 1987-88 this number rose to 24.43 FTE. This upward trend in support may help to alleviate demands on faculty time for computer-related duties and may mean a net gain in terms of professionals available for instruction.

Students

During Fall 1988 14,619 students were enrolled at schools with ALA-accredited master's programs. Of these 67.5% were in master's programs, 16.2% were under-graduates; 3.7% were in doctoral programs; and 1.5% were in post-master's programs. The other 11.1% were enrolled as "other graduate students"--a category we don't know much about but which includes many teachers seeking certification, students taking courses but not yet matriculated, and those simply enrolled as minors for other programs or because of interest in library and information science. It seems, given the shortage of librarians, that this is a group that might be targeted for recruitment.

At the master's level part-time students outnumbered full-time students about 2 to 1--65.8% of all students were part-time. A larger number of men attended full-time than part-time (27.5% of all full-time students were men; 18.9% of all part-time students were men). Schools varied a great deal in terms of full-time and part-time students. Those schools where FTE (part-time) students were about equal or greater than full-time students are listed on Table VI-1.

The large numbers of part-time students offer a challenge to educators. A recent ALA/OLPR study, Occupational Entry, examined characteristics of students in spring 1988 by enrollment status and found

* a larger percentage of women are part-time than men;
* part-time students are older than full-time students;
* 20% of all part-time students hold degrees in Education;
* over 90% of all part-time students were constrained by geographical limits in their job search;

Table VI-1

Schools For Which Part-Time FTE Students are Nearly Equal To or Greater Than Full-Time Students

School	FT	Part-Time FTE
California-Berkeley	55	54.50
Catholic	17	100.88
Columbia	59	57.25
Drexel	33	85.51
Hawaii	16	24.50
Indiana	114	106.25
Kent	13	98.72
Long Island	65	165.73
NC-Central	21	52.25
UNC-Greensboro	17	55.77
North Texas	63	106.33
Northern Illinois	8	26.00
Oklahoma	20	71.77
Pratt	26	49.33
Queens	32	80.25
Rhode Island	29	32.20
Rosary	47	81.00
Simmons	66	116.33
South Carolina	63	99.30
Southern Connecticut	41	85.33
St. Johns	15	23.75
Syracuse	44	49.50
Texas Woman's	55	58.99
Wayne	36	23.75

- over one-fifth of all part-time students had jobs waiting.[1]

How educators will work with part-time students continues to be a challenge.

Ethnicity of students continues to be dismally homogenous as shown by the ethnic data on master's degrees awarded by accredited programs in 1987-88. Using Tables II-3-a and II-3-b, ethnicity was calculated by using 3,160 as a new total. This total reflects all students for whom ethnicity was recorded. International and non-respondent students were subtracted from the "grand total" of 3,868. Using 3,160 we find that 92.8% were White; 3.9% were Black; 1.8% were Asian/Pacific; 1.2% were Hispanic; and .3% American Indian/Alaskan Native.[2]

All reporting U.S. accredited programs graduated only 226 students of minority backgrounds as compared to 166 students from other nations. Looking at Table II-7-a (international student enrollment in Fall 1988) we see that there were more students enrolled from the People's Republic of China (135) than Black students graduated (124). In spite of general problems reported in recruiting ethnic U.S. citizens to attend programs of library and information science, the fact that schools seem more able to enroll students from nations for whom English is a second language throws down quite a challenge for U.S. recruitment efforts.

How "national" are our schools? Table II-5 displays the numbers of students who counted as "in-state" for each reporting accredited program. The range is enormous. On the high end are programs at Queens (99.4%), Long Island (98.1%), Kent (97.3%), Southern Connecticut (92.6%) and Berkeley (87.4%). On the low-end are programs at Catholic (19.7%), Columbia and (56.2%) UNC-Chapel

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[1] Kathleen M. Heim and William E. Moen, Occupational Entry: Library and Information Science Students' Aspirations, Demographics, and Attitudes Survey (Chicago: American Library Association, 1989).

[2] Given these data it is especially unfortunate UCLA did not report as that school's acclaimed REFORMA/Mentor program might have yielded additional minority representation.

Hill (58.8%). However, questions need to be asked and answered about what establishes a "national" image. Is there a percent of in-state versus out-of-state that determines this criterion?

As noted earlier in this discussion non-reporting on the part of several institutions seriously handicaps meaningful summarization. In general the need for more aggressive minority recruitment stands out as the most important factor that emerges from the report on student data. Also, the fact that the majority of students are part-time calls up challenges to educators to involve these students fully.

However, those interested in a very complete analysis of the composition of the 1988-89 student body at the master's level can turn to the Library and Information Science Students' Attitudes, Demographics and Aspirations Survey (LISSADA) which had 100% participation from ALA-accredited programs and provides information on many additional variables for over 3,400 students. Used with this year's ALISE "Student" report a fuller picture of the class of 1988 will emerge.[3]

Curriculum

An excellent new feature in the "Curriculum" section is shown in Tables III-32 and II-33. Barron has divided cross-listed courses between those for which the LIS programs have primary teaching responsibility and those for which other units have the primary teaching responsibility. Names are also provided for cross-listed courses. The addition of these features provides much more meaningful information vis-a-vis interdisciplinarity than we have had in the past.

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[3] Heim and Moen, Occupational Entry.

For example, by analyzing the course titles four areas emerge in which LIS programs are making strong cross-listing showing. These are youth services (18 courses); media (18 courses); information science (19 courses) and archives (6 courses). A complete analysis is not possible because some programs listed course numbers only. There were also many miscellaneous courses that did not coalesce into discrete areas.

Cross-listing of courses is probably the best indicator we have of true interdisciplinarity. While many institutions make it reasonably simple (administratively) to offer joint degree programs, it is through cross-listing (which requires significant inter-departmental cooperation) that the real impact of cooperation may be seen. Also, in spite of public pronouncements on the movement toward information science among the schools, it is intriguing that youth and media services are far and away the best represented in terms of actual cross-listing. Perhaps even more telling are the other units that cross-list with LIS programs. Of those listed 10 are education-related. Only one school cross-lists with Computer Science.

A review of the section on "new courses," "dropped courses," "new programs" "total curriculum reviewed," "areas of curriculum revised," "areas of curriculum reviewed," "total curriculum revised," "experimental courses," and "other changes," should reassure critics that library and information science faculties are aggressively conducting sustained internal analysis. What is most surprising is the wide variance of these actions. There is no strong pattern. Rather there is a richness of diversity as individual institutions quite obviously build to institutional strengths and direction. Overall, the sense that emerges from a close review of curricular changes registered in this year's ALISE report is that programs are continuously evolving, experimenting and pruning their offerings.

Income and Expenditure

Summaries and discussion of income charts accompany the report by Olsgaard and Roper. They note that for the third year in a row the percentage of increase of school budgets demonstrates real income growth with a median income of $713,797--an increase of 7.5% over 1986/87.

Continuing Professional Education

A nine percent increase in continuing education events (546) was reported in 1987-88 over 1986-87--the first increase since 1983-84. This includes both accredited and unaccredited programs. Overall enrollment also registered an increase to 22,151 up from 18,830 in 1986-87.

Many schools provide credit courses as continuing education. These accounted for 1,873 enrollments--up from 1,697 in 1986-87.

Non-Accredited Programs

Responses from 9 programs holding institutional membership in ALISE but not accredited by ALA were received. Table I-34 compares salaries of ALA and non-ALA programs. Fiscal year median salaries differed by $20,000 (ALA: $67,875; non-ALA $47,896). For professors on annual year appointments the median differential was about $10,000 (ALA: $51,280; non-ALA: $41,868). However at the assistant professor level the academic salaries were quite similar (ALA: $31,500; non-ALA: $30,769).

A total of 853 students were enrolled at the 8 schools reporting. The majority were part-time. The FTE range was from 12.18 to 101. Degrees awarded at the master's level totaled 127. Of these 105 were to women and 14 to men. (Tables do not indicate the remaining 8). Ethnicity of graduates was primarily White. However, the University of Puerto Rico graduated 33 Hispanics.

Enrollment for Black students was strong at Chicago State (24) and Shippensburg (19). Hispanic enrollment was excellent at Puerto Rico (148) and Sam Houston (38). Most enrollments were in-state. Of the totals enrolled only 2 were out-of-state and 6 were international.

Conclusion

I had a difficult time summarizing 1987-88 due to missing and unreliable data--especially that as self-reported in the all-important student section. I would like to conclude by noting that there is much that seems vital about LIS education. Enrollments are strong, curricula are evolving, finances are improving and continuing education opportunities are on the increase. There is an overall picture of an optimistic future in spite of omissions and lacunae. To assist each other in making cases for growth and to assist the profession in understanding the schools, it is imperative that these data be reported completely and on time in the future. For 1989-90 let us all resolve to complete these reports accurately, promptly and fully.